DOCUMENT RESUME

ED 400 446 CE 072 816

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TITLE	Fieldcrest Cannon, Inc. Advanced Technical Preparation. Statistical Process Control (SPC). Safety Section: Modules 1-3. Instructor Book.
INSTITUTION	Workforce Education Services, Columbus, GA.
PUB DATE	96
NOTE	460p.; For related documents, see CE 072 814-815.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	Adult Basic Education; Behavioral Objectives; *Competency Based Education; Individualized Education Programs; *Industrial Training; Learning Activities; Lesson Plans; *Occupational Safety and Health; *Safety Education

ABSTRACT

These three modules, which were developed for use by instructors in a manufacturing firm's advanced technical preparation program, contain the materials required to present the safety section of the plant's adult-oriented, job-specific competency-based training program. The 3 modules contain 12 lessons on the following topics: lockout/tagout policy, implementation of the lockout procedure, lockout situations, lockout procedure, general information about lockouts, safety signs, safety vocabulary, safety rules, working safely with cotton, noise, materials safety, and hazards in the workplace. Each module includes some/all of the following: introduction to the safety section; primary safety section objectives; notes to instructors; individualized education plan form and instructions; lessons consisting of several learning activities and directions to each one; and work-specific literature, competencies, suggested instruction guidelines, readability tests, answer key, and supplementary materials for each lesson. (MN)

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ED 400 446

FIELDCREST CANNON, INC.
ADVANCED TECHNICAL PREPARATION
STATISTICAL PROCESS CONTROL (SPC)
SAFETY SECTION MODULES 1-3
INSTRUCTOR BOOK.

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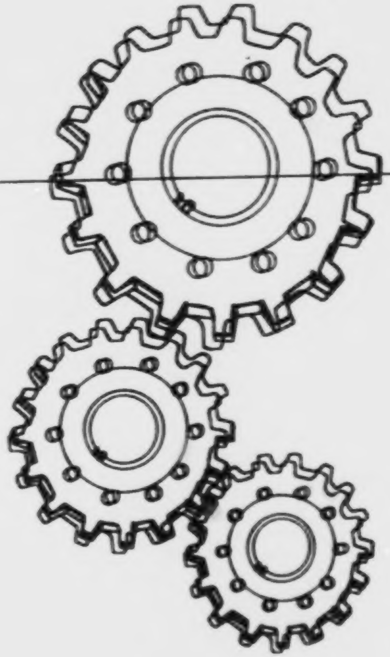

Fieldcrest Cannon, Inc.
Advanced Technical Preparation

Instructor Book
Safety Section (Module 1)

FIELDCREST CANNON, INC.
ADVANCED TECHNICAL PREPARATION (ATP)
NOTE TO ATP INSTRUCTORS ON WORK SPECIFIC CURRICULUM

The work specific curriculum has been approved by corporate and local management. Bullets provide important information on curriculum usage.

The curriculum is designed to:

- ➢ Assist Fieldcrest Cannon associates in upgrading their basic skills
  A functional context approach to learning

- ➢ Assist ATP instructors by providing an instructor's manual

  Manual Contents
  Lessons and Worksheets
  Work Specific Literature
  Lesson Competencies
  Suggested Instruction Guide
  Readability Tests
  Answer Key
  Supplementary Materials *

- ➢ Be used with CASAS and computer assisted instruction; i.e., TEXTdisc

Associates must achieve a 90% mastery of the work specific materials (posttest)

➢

Fieldcrest Cannon associates will demonstrate basic skill competencies by successfully completing CASAS, the work specific curriculum, and TEXTdisc. GED classes will be offered only to graduates in all three areas.

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* If associates have difficulty in completing a lesson, the instructor can look in the supplementary materials section for competencies and references.

FIELDCREST CANNON, INC.™

World Class Manufacturer
World Class Workforce

Advanced Technical Preparation (ATP)

Instructor Book
Safety Section
Module 1
Fieldcrest Cannon, Inc.

Authored by
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Workforce Education Services

1995

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Acknowledgment

The author wishes to acknowledge Rowan-Cabarrus Community College for performing the *workplace analysis job profile* and collecting work related materials. This customized curriculum is a spin-off from curriculum developed by the college. Rowan-Cabarrus Community College is located in Salisbury, North Carolina.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section – Module 1

Instructor Manual Contents

1. Safety Section Introduction
2. Primary Safety Section Objectives
3. Author's Note to Instructor
4. Individualized Education Plan (IEP)
5. Lesson 1 - Lockout / Tagout Policy
6. Lesson 2 - Lockout Procedure ➲ Implementation
7. Lesson 3 - Lockout Procedure ➲ Situations
8. Lesson 4 - Lockout ➲ Procedure
9. Lesson 5 - Lockout Procedure ➲ General
10. Work Specific Literature ➲ Lessons 1-5
11. Competencies ➲ Lessons 1-5
12. Suggested Instruction Guide ➲ Lessons 1-5
13. Readability Tests ➲ Lessons 1-5
14. Answer Key ➲ Lessons 1-5
15. Supplementary Materials ➲ Lessons 1-5

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Introduction

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Introduction

The work specific curriculum contains adult-oriented instruction materials for Fieldcrest Cannon, Inc. associates. Teaching methodologies, i.e., lessons, worksheets, and suggested instruction guide, were designed to teach safety using a functional context approach to learning.

The safety section is based primarily on competencies established by the following:

- Comprehensive Adult Student Assessment System (CASAS)
- Georgia Department of Technical and Adult Education
- Tests of Adult Basic Education

A specific competency list is included with each lesson.

Safety lessons are divided into the following modules:

- Lessons 1- 5 Module 1
- Lessons 6- 8 Module 2
- Lessons 9-12 Module 3

Academic skills content were determined by Fieldcrest Cannon, Inc. A CASAS Workplace Analysis was used to identify required skills.

The difficulty level for each lesson is appropriate for a broad audience of achievers. The target grade range is 6.6 to 8.9, but will measure above and below that range.

Readability tests were randomly performed. Each lesson includes test results.

The work specific curriculum materials were correlated with the Tests of Adult Basic Education (Steck-Vaughn and Contemporary), Comprehensive Adult Student Assessment System, TEXTdisc, Skills Bank, etc. These correlations can be found under the section entitled *supplementary materials*.

Samples of workplace materials were used in developing the curriculum. Each lesson includes the materials used.

An Individual Education Plan is included in each associate book. After the associate has completed lesson 12, he/she will be given a section evaluation (posttest).* If the associate does not achieve a 90% mastery level, additional instruction will be recommended. Sources are listed in the *supplementary materials* section.

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*A copy of the section evaluation (posttest) is located in the instructor manual for module 3

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Primary Safety Section Objectives

Primary Safety Section Objectives

- Improve associate basic skills (reading and writing)
- Reduce work-related accidents
- Reduce insurance claims
- Promote safety awareness

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Author's Note to Instructor

Fieldcrest Cannon. Inc.
Advanced Technical Preparation (ATP)
Author's Note to Instructor

ATP INSTRUCTOR

- Read aloud all lesson instructions. Frequently, ask one of the participants to read -- be careful. do not embarrass a poor reader.
- Assist participants in understanding the lesson directions.
- Always encourage the use of a standard dictionary. There should be enough dictionaries for each participant.
- Each ATP participant will need a spiral notebook for vocabulary words.
- The terms *participant* and *associate* are used interchangeably.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Individualized Education Plan (IEP)

Individualized Education Plan Instructions

1. The instructor will make certain the Individualized Education Plan (IEP) is properly filled in. An IEP is located at the beginning of each associate book. After module 1 is completed, the associate will move IEP to module 2.

2. A section evaluation (posttest) will be administered after the associate completes lesson 12. If associate does not achieve a 90% mastery level, additional instruction is recommended. Sources are listed at the end of each lesson.

IEP

INDIVIDUALIZED EDUCATION PLAN

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section
Individualized Education Plan (IEP)

Name ______________________________

Social Security Number ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Section ____________________ Level ____________________

Plant ____________________ Location ____________________

Lessons Safety Section	Date Started	Date Completed	# Correct/Total	Instructor Comments	Initial
Lesson 1 Lockout/Tagout *Policy*					
Lesson 2 Lockout Procedure *Implementation*					
Lesson 3 Lockout Procedure *Situations*					
Lesson 4 Lockout Procedure *Procedure*					
Lesson 5 Lockout Procedure *General*					
Lesson 6 *Safety Signs*					
Lesson 7 *Safety Vocabulary*					
Lesson 8 *Safety Rules*					
Lesson 9 *Working Safely with Cotton*					
Lesson 10 *Noise*					
Lesson 11 *Materials Safety Data Sheet*					
Lesson 12 *Hazards in the Workplace*					

Evaluation Lessons 1 - 12	Date of Evaluation	Mastery Level 90% Standard # correct/total	Instructor Recommendations
Section Evaluation Results	/ /95		

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Table of Contents

1 Lessons and Worksheets
Lockout / Tagout Policy
Lessons 1 - 5

2 Work Specific Literature
Lessons 1-5

3 Lesson Competencies
Lessons 1-5

4 Suggested Instruction Guide
Lessons 1-5

5 Readability Tests
Lessons 1-5

6 Answer Key
Lessons 1-5

7 Supplementary Materials
Lessons 1-5

8

AVERY® READY INDEX™ INDEXING SYSTEM

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson and Worksheets

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Introduction
Lockout / Tagout Policy

The safe operation of machines includes understanding the policy for repairing them. If a machine is shut down for repairs, Fieldcrest Cannon requires that a Lockout / Tagout policy be followed. The policy explains exactly what procedure should be followed by anyone working on machinery.

Lessons 1-5 are based on the Lockout / Tagout policy. Each lesson includes a reproduction of the policy.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 1

Directions

- Your instructor will read the following safety information.
  (A reproduction of actual policy)
- Circle the words that you do not know.
- Ask the instructor how to say the words that are circled.

Lockout / Tagout Policy

In order to prevent injuries resulting from machinery or other equipment being inadvertently started up by the operator or others, or being energized while that machinery or equipment is being repaired, overhauled, lubricated, adjusted, cleaned or un-jammed, a lockout procedure shall be established. The purpose of this procedure is to prevent the inadvertent starting of a machine, electrical circuit or valve controlling hazardous material unless this starting is intended by the individual(s) working on it.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 1

Directions
Read the following safety text.
(The text was taken from page 1)

Lockout / Tagout Policy

A *lockout procedure* prevents the following:

- Associate injury
- The machine from being started by accident

Lesson 1

Directions

(a) Write the words circled on page 1 in your vocabulary notebook.

(b) Use a dictionary to find word meanings.

(c) Write the definitions in your vocabulary notebook.

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Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 1

Words To Know
Lockout / Tagout Policy

prevent	**energized**	**procedure**	**intended**
injuries	**lubricated**	**established**	**hazardous**
inadvertently	**overhauled**	**electrical**	**adjusted**

Directions
Arrange the *Words To Know* in alphabetical order. Write the words on the numbered lines below.

1. adjusted
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 1

1. *Synonyms* are words that have similar meanings. Examples of synonyms are shown below.

fair, just
work, job
answer, respond
honest, sincere

Circle the two words that are synonyms in the following word box.

Word Box

danger injury prevent cause adjust hazard

2. *Antonyms* are words with opposite meanings. Examples of antonyms are shown below.

night, day
full, empty
open, close
often, never

Circle the two words that are antonyms in the following word box.

Word Box

intentional adjusted established fixed inadvertently

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Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 1

1. A *suffix* is a word part that is added to the end of a word. Circle the suffix of the following words.

inadvertently
hazardous
adjusted
overhauled
intended
lubricated

2. A *prefix* is a word part added to the beginning of a word. The prefix itself is not a word, but it changes the meaning of the word to which it is added. When adding prefixes to words, keep the original spelling of the base word. Circle the prefix of the following words.

adjusted
inadvertently
prevent
injury
intended
misspell

3. A *compound word* is formed when two words are joined. The spelling of each word is kept the same.

Examples

door + knob = doorknob
out + side = outside
week + end = weekend

Review the words in number one and write the compound word below.

____

Lesson 1

Lockout / Tagout Policy

Directions

Answer the following question. Circle the letter of the best answer.

When is the *lockout/tagout* policy followed?

a. A machine breaks down

b. An operator is on vacation

c. A machine is being adjusted

d. Both (a) and (c)

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Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 1

Lockout / Tagout Policy

Directions

- Read and answer the following questions.
- Circle the letter of the correct answer.

Why is there a lockout / tagout policy?

(a) To prevent mechanical failure while machines are being maintained; e.g., cleaned, adjusted, overhauled, etc.

(b) To prevent injuries while the operator is away from his/her machine

(c) To prevent injuries while machines are being maintained; e.g., cleaned, adjusted, overhauled, etc.

(d) Both (a) and (b)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 2

Directions

- Your instructor will read the following safety information.
  (A reproduction of actual policy)
- Circle the words that you do not know.
- Ask your instructor how to say the words that are circled.

Lockout Procedure

I. Implementation

1. Each plant manager shall designate a person or persons who shall be responsible for the implementation of this policy at the facility. This person or persons shall be designated as the plant "Lockout Program Administrator(s)".

2. A written "Hazardous Energy Control Program" shall be developed for each plant. This program shall include the following:

   a. A copy of this policy
   b. A list of authorized employees by job title (those required to lockout)
   c. A list of machinery or equipment covered by this policy. List energy types to be controlled under each machine or equipment.
   d. Names of persons responsible for training authorized and affected employees in this policy.
   e. Name of person(s) required to do periodic (at least annual) inspection of the Energy Control Procedures.
   f. It is suggested that the Education and Training Task Group be responsible for the above training.
   g. The Inspections and Audit Task Group are suggested to do the periodic inspections of the Energy Control Program.

3. The ultimate responsibility for the implementation of the Energy Control (Lockout Policy) lies with the plant or facility manager.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 2

Directions
Read the following safety text.
(The text was taken from page 7)

Lockout Procedure

I. Implementation

1. The plant manager will choose a person (Lockout Program Administrator) to carry out the policy.

2. A "Hazardous Energy Control" program will be written for each plant. The program will include the following:

    a. A copy of the policy (lockout/tagout policy)
    b. A list of associates, by job title, required to lockout
    c. A list of machinery covered by policy (energy types to be listed)
    d. Names of associates responsible for training those affected by policy
    e. Names of associates required to do inspection / Energy Control Procedure
    f. Suggestion -- Policy training by Education and Training Task Group
    g. Suggestion -- Inspections for the Energy Control Program by Inspections and Audit Task Group

3. The ultimate responsibility for policy implementation lies with the plant manager.

Lesson 2

Directions

(a) Write the words circled on page 7 in your vocabulary notebook.

(b) Use a dictionary to find word meanings.

(c) Write the definitions in your vocabulary notebook.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 2

Words To Know
Lockout Procedure - Implementation

designate
responsible
policy
facility
energy
control
developed
authorized
affected
periodic
inspection
ultimate

Directions
Arrange the *Words To Know* in alphabetical order. Write the words on the numbered lines below.

1. affected
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 2

Topic

Syllabication

A syllable is a word part that is pronounced as a separate sound. There is usually only one vowel sound in each syllable.

Directions

Write the number of syllables beside each word below.

	Words	# of Syllables
1.	designate	3
2.	responsible	______
3.	policy	______
4.	facility	______
5.	energy	______
6.	control	______
7.	developed	______
8.	authorized	______
9.	affected	______
10.	periodic	______
11.	inspection	______
12.	ultimate	______

Lesson 2

Quick Grammar Review

- A noun is the name of a person, place, or thing.

Examples
motors, fire hose, fountain, alley, machine, etc.

- An adjective describes a noun or a pronoun by telling what kind, which one, or how many.

Examples
critical, small, two, red, round, etc.

- A verb is a word that expresses action or otherwise helps to make a statement.

Examples
watch, read, write, lift, stop, adjusted, etc.

- An adverb describes a verb, an adjective, or other adverb. It tells how, when, or where.

Examples
safely, slowly, quickly, today, then, soon, etc.

Circle the noun in the following sentence.

1. A lockout / tagout policy was implemented.

Circle the adjective in the following sentence.

2. The procedure can prevent serious injury.

Circle the verb(s) in the following sentence.

3. Wear goggles when operating the machine.

Circle the adverb in the following sentence.

4. The employee safely repaired the machine.

Lesson 2

Commonly Misused Words

affect

effect

Use Correct Words
Words that mean what they say and say what they mean. Review the following words:

- Affect is a verb. It means *to change* or to influence.
- Effect can be a verb or a noun. As a verb, effect means *to cause*. As a noun, it means *a result*.

Directions
Mark out the incorrect word in the following sentences.

1. The lockout procedure will (effect, affect) employee safety.
2. The (effect, affect) of the lockout / tagout policy is to prevent injuries.

Lesson 2

Directions

- Read and answer the following questions
- Circle the letter of the best answer
- Review page 7 -- if you need help

---

1. Who has the designated responsibility for the Lockout / Tagout Policy?

   (a) Plant Manager

   (b) Lockout Program Assistant

   (c) Hazardous Energy Control Manager

   (d) Lockout Program Administrator(s)

2. What is the plant or facility manager's ultimate responsibility?

   (a) The implementation of the Hazardous Energy Control Certification (Lockout Policy)

   (b) The implementation of Plant Energy Conservation

   (c) The implementation of the Energy Control (Lockout Policy)

   (d) Both (a) and (b)

Lesson 3

Directions

- Your instructor will read the following safety information. (A reproduction of actual policy)
- Circle the words that you do not know.
- Ask your instructor how to say the words that are circled.

Lockout Procedure

II. Situations requiring lockout

1. Making repairs or adjustments on machinery or electrical circuits
2. Cleaning, oiling or lubricating machinery where hazards exist. This includes cleaning with an airhose, brush or other device when the employee is exposed to a hazard.
3. Clearing blocked or jammed mechanisms, including removing chokes or lap-ups from hazardous areas of machinery.
4. Working on lines or pipes carrying hazardous substances, such as steam, hot water, caustics, acids, gases, etc.
5. Re-threading or tying in ends of cloth on machinery where the employee is exposed to a hazard, such as rollers, gears, chains.

Lesson 3

Directions

(a) Write the words circled on page 14 in your vocabulary notebook.

(b) Use a dictionary to find word meanings.

(c) Write these definitions in your vocabulary notebook.

Lesson 3

Directions

- Write three (3) situations that require lockout
- Review page 14 -- if you need help
- Please write your answers in complete sentences

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

Lesson 3

Using Context Clues

When a reader comes across an unfamiliar term, he/she can guess its meaning by the way it is used in the sentence.

Directions
- Check the statement that best defines the meaning of the words in italics
- Use context clues

1. Situations requiring lockout include clearing blocked or jammed mechanisms, including removing chokes or lap-ups from hazardous areas of machinery.

"Blocked or jammed *mechanisms*" means

___ (a) To remove objects from machine that tend to interfere with its operation

___ (b) To remove machine parts and clean them

2. Situations requiring lockout include working on lines or pipes carrying steam, hot water, caustics, acids, gases, etc.

"Working on lines or pipes carrying steam, hot water, *caustics*" means

___ (a) Working on lines or pipes carrying hot substances

___ (b) Working on lines or pipes carrying dangerous substances that burn or destroy organic tissue

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Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 3

Directions

The words hidden in the block can be found on page 14. See if you can find the following words:

Airhose
Cleaning
Pipes
Oiling
Blocked
Gears
Chains
Hazard
Lockout

L	Z	O	A	I	R	H	O	S	E
I	O	I	L	I	N	G	P	C	N
C	L	C	L	E	A	N	I	N	G
H	D	O	K	E	E	S	P	O	E
A	B	B	L	O	C	K	E	D	A
I	O	J	A	M	U	S	S	B	R
N	L	U	B	R	I	T	X	Q	S
S	T	E	A	M	T	E	A	M	D
E	N	E	H	A	Z	A	R	D	U
M	E	C	H	A	N	I	C	S	N

Bonus (2 points)

Find the word **team** hidden in the box above. What does teamwork mean to you? Write your definition of teamwork below.

Lesson 3

Reading and Critical Thinking
The Unstated Main Idea

The reader must put all the facts together and determine the main idea. Specifically, the reader must infer meaning.

Directions
Review the text on page 14. Choose the unstated main idea from the statements below. Circle the letter of the best answer.

(a) Lockout will not prevent machine damage.

(b) The lockout procedure will ensure that machines operate at full capacity.

(c) A lockout is primarily for the safety of associates.

(d) Conditions that require lockout always involve harmful substances.

Lesson 3

Antonyms

Antonyms are words that have opposite meanings. Many nouns, adjectives, verbs, and adverbs have antonyms.

The following are examples of antonyms:

absent, present	*wide, narrow*
full, empty	*clean, dirty*

Each word in Column A has an antonym in Column B. Match the word to its antonym by writing the number on the blank line.

Column A	Column B
1. hot	___ down
2. end	___ cause
3. prevent	___ on
4. start	___ begin
5. up	___ intentional
6. inadvertently	___ stop
7. off	___ cold

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 3

Synonyms

Synonyms are words that have similar meanings. The following are examples:

work, job *answer, respond*

Directions

Circle the two words that are synoyms in the following word box.

Word Box

clean **exposed** **safe** **danger** **circuits** **secure**

Lesson 3

Directions

- Circle *T* if the statement is true or *F* if it is false
- Review page 14

T F 1. Situations requiring lockout include machine repairs.

T F 2. When an associate goes to lunch the lockout procedure is needed.

T F 3. Working on lines and pipes carrying liquid require lockout.

T F 4. Cleaning a machine does not require the lockout procedure.

T F 5. Lockout is required when cleaning the machines with an airhose.

T F 6. An airhose may not be used to blow off clothing.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 4

Directions

- Your instructor will read the following safety information. (A reproduction of actual policy)
- Circle the words that you do not know.
- Ask your instructor how to say the words that are circled.

Lockout Procedure

III. Procedure

1. Notify designated persons that machine or equipment is to be taken out of service (where required, such as, major shut-downs).
2. Stop machine or equipment.
3. Turn off or deactivate all hazardous energy sources (electrical, chemical, air, hydraulic, thermal or other energy).
4. Place lockout and lock on appropriate switch, valve control or other lockout means. Use one lock for each worker on each device.
5. Put machine or equipment in zero energy state (all energy has been dissipated, pressure released, line blocked or drained, etc.).
6. Test lockout procedure to insure that switch, valve or control cannot be activated.
7. On machinery that has potentially hazardous stored or residual energy, it will be necessary to relieve, disconnect, restrain or otherwise render it safe.
8. Replace all guards and remove all non-essential items (tools, equipment, etc.) from around the machine or equipment after work is complete.
9. Notify affected employees that the machine or equipment is ready for start-up and assure that machine is clear.
10. In the event that a machine or equipment under lockout has to be re-started for testing, clear the machine or equipment of tools and equipment. Remove employees from the area, remove the lockout, energize the machine and proceed with testing. Then de-energize all systems and reapply energy control measures as before to complete servicing.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 4

Directions
Read the following safety text.
(The text was taken from page 23)

Lockout Procedure

III. Procedure

1. Tell designated persons that machine or equipment will be out of service.

2. Stop machine or equipment.

3. Turn off or cancel all hazardous energy sources.
(Electrical, chemical, air, hydraulic, thermal or other energy)

4. Place lockout and lock on appropriate switch, valve control or other lockout means. Use one lock for each worker on each device.

5. Put machine or equipment in zero energy state.
(All energy dissipated, pressure released, line blocked or drained, etc.)

6. Test lockout procedure to insure that switch, valve or control cannot be turned on.

7. A machine must be relieved, disconnected, restrained or otherwise made safe if it has hazardous stored or residual energy.

8. Replace all guards. Remove all non-essential items (tools, equipment, etc.) from around the machine after work is complete.

9. Tell affected employees that the machine or equipment is ready for start-up and assure that machine is clear.

10. If a machine under lockout has to be re-started for testing, clear it of tools and equipment. Remove employees from the area, remove the lockout, start the machine and proceed with testing. Then stop all systems and begin energy control measures as before to complete servicing.

Lesson 4

Directions

(a) Write the words circled on page 23 in your vocabulary notebook.

(b) Use a dictionary to find word meanings.

(c) Write the definitions in your vocabulary notebook.

Lesson 4

Syllabication

A syllable is a word part that is pronounced as a separate sound. There is usually only one vowel sound in each syllable.

Directions

Write the number of syllables beside each word.

	Words	# of Syllables
1.	notify	3
2.	source	
3.	activated	
4.	potential	
5.	residual	
6.	apply	
7.	zero	
8.	required	
9.	major	
10.	test	

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 4

WORDS TO KNOW
LOCKOUT PROCEDURE

notify
source
activated
designated
appropriate
potential
required
device
residual
major
zero
relieve
deactivate
dissipated
reapply

Directions
Arrange the *WORDS TO KNOW* in alphabetical order. Write the words on the numbered lines below.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________

Lesson 4

Directions
Read the following *Language Tips*. This information will help you with the exercise on page 28.

Language Tips

A ***verb*** is a word that shows action.

Examples	think	write	read	type

A ***noun*** is a word that names a person, place, thing, or idea.

Examples	Ed	bus	book	computer

A ***pronoun*** is a word that can replace a noun.

Examples	they	he	she	we

A sentence consists of a ***subject*** and a ***predicate*** that communicate a complete thought. The simple subject tells who or what the sentence is about. The simple predicate (or simple verb) tells what the subject does or is. Both parts of a sentence have other words added to provide more information about the subject and predicate.

Example
John notified affected associates that the machine was ready for start-up.
Simple subject = John (who)
Simple predicate = notified (what the subject is doing)

Lesson 4

Language Skills
Subject-Verb Agreement

Subject-verb agreement is making the verb in a sentence agree with the subject of that sentence.

RULES FOR SUBJECT-VERB AGREEMENT WITH PRONOUNS

- In the present tense, the verb must end in *s* if the subject is he, she, or it.
- The verb does not end in *s* if the subject is I, you, we, or they.

Directions

Underline the correct form of the verb to complete the sentence. Follow the above rules for subject-verb agreement with pronouns.

1. He (stop, stops) the machine.

2. We (turn, turns) off all hazardous energy sources during lockout.

3. She (replace, replaces) all guards after the work is complete.

4. They (moves, move) all tools from around the machine after the work is complete

5. I (notify, notifies) affected associates that the machine is ready for start-up.

Bonus Exercise

a. Circle the subject in number 1

b. Circle the pronoun in number 3

c. Circle the verb in number 4

Lesson 4

Directions

- Use the words in the box to complete each sentence
- Then complete the crossword puzzle
- Associate may turn to page 23 for help

Word Box

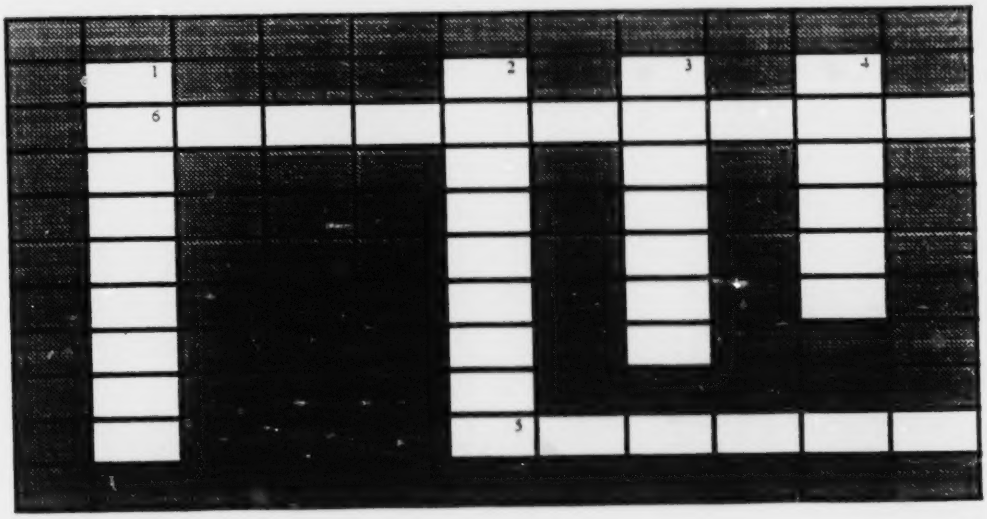
device	**hazardous**	**machine**
associates	**activated**	**remove**

DOWN

1. Turn off all ________ energy sources.
2. Test lockout procedure to insure that machine cannot be ________.
3. During lockout, the _________ is put in zero energy state.
4. After work is complete, replace all guards and ________ all unnecessary items from around the machine.

ACROSS

5. Lock on the appropriate switch, valve control, or other lockout means. Use one lock for each worker on each _______.
6. Notify affected _________ when machine is ready for start-up and ensure that machine is clear.



Lesson 4

Cause and Effect

A *cause* makes something happen. An *effect* is a result, or what happens because of the cause. To find a cause-and-effect relationship, ask the following two questions:

- **What made something happen? (cause)**
- **What happened? (effect)**

Directions
Read the text below. Then read the cause that is given. In your own words, fill in the missing information (the effect).

1. Associates must be removed from the area if a machine under lockout has to be re-started for testing. During lockout, machine testing presents a danger to associates. The machine must be de-energized before associates can return to the area.

Cause An associate did not leave the area during machine testing.

Effect ______________________________

____

____

Lesson 4

SEQUENCING

Sequencing means to put events in the order in which they occur. Review the following sequence of events:

- 6:00 a.m. -- Get ready for work
- 7:00 a.m. -- Eat breakfast
- 7:45 a.m. -- Arrive at work
- 8:00 a.m. -- Begin work

Directions
Number the following *Lockout Procedure* activities in sequence.

_______ a. Replace all guards

_______ b. Put the machine in zero energy state

_______ c. Tell designated person that machine will be out of service

_______ d. Tell affected associates that the machine is ready for start-up and insure machine is clear

_______ e. Stop machine

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 5

Directions

- Your instructor will read the following safety information
  (A reproduction of actual policy)
- Circle the words that you do not know
- Ask the instructor how to say the words that are circled

Lockout Procedure

IV. General

1. All authorized employees required to use the lockout procedure shall be thoroughly trained in its provisions. Training shall include the identity and magnitude of all energy sources within the machine and equipment and their means of isolation. This training shall be certified and documented to include the employee's name and date of training.

2. Each affected employee shall be instructed in purpose and use of the energy control (lockout) procedure. All other employees who may come into the area shall be instructed about the procedure and about the prohibition relating to attempts to re-start locked out equipment.

3. Re-training shall be provided for all authorized and affected employees whenever there is a change in their job assignments, a change in machines, equipment, or procedures that present a new hazard, or when there is a change in energy control (lockout) procedures.

4. Additional re-training shall also be conducted whenever a periodic inspection reveals (or the manager has reason to believe) that deviation or inadequacies exist in the energy control procedures.

5. Each plant manager shall certify that employee training has been accomplished and is being kept up to date. The certification shall contain each employee's name and dates of training.

(A reproduction of actual policy)

6. The plant manager shall have a periodic inspection of the energy control (lockout) procedure made at least annually to ensure that procedures and requirements of this policy are being followed. This inspection shall be performed by an authorized employee other than the one(s) utilizing the energy control procedure being inspected. This inspection shall be designed to correct any deviations or inadequacies observed.

7. Locks used within a facility for energy control (lockout) shall be identical. They shall only be used for lockouts. There shall only be one key per lock and each lock shall be keyed differently. The authorized person's identification (name or employee number) shall be on the lock (use tag).

8. If a job requiring energy control (lockout) is not completed by the end of the shift, the associates going off the job shall not remove their locks until those on the next shift attach their locks. If efforts fail to contact a person who has left the facility with his lock still in the lockout, bolt cutters can be used to remove the lock.

9. Main disconnects for individual machines shall be used for lockouts.

10. Equipment or machinery that will not accept a lockout device shall be modified to accept one. A tag shall be used in lieu of the lockout during modification period.

11. Any equipment installed after October 31, 1989, must accept a lockout device or have a "built in" equivalent energy isolation device.

12. Energy isolating devices shall be labeled as to what they control. Examples: electrical disconnect switches, manually operated electrical circuit breakers, valves controlling hazardous energy, etc.

13. Do not make the mistake of assuming that a job is too small to merit a lockout.

14. Injuries that are caused by inadvertent start-up of machinery or equipment, or by the employee attempting to service running machinery or equipment shall be called lockout failures. Do not assume the situation does not require a lockout just because "that's the way its been done in the past!"

15. Documentation of training of authorized employees in lockout procedures shall be maintained in employee files.

(A reproduction of actual policy)

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Job Specific Instructional Materials - Safety Section

Lesson 5

Directions
Read the following safety text
(Adapted text from pages 32-33)

IV. General

1. All associates who use lockout will be trained.

2. Affected associates will be instructed in purpose and use of the energy control (lockout) procedure.

3. Re-training will be provided for all authorized and affected associates if a change occurs.

4. Additional training will occur if inspection reveals deviations or inadequacies in lockout procedures.

5. Each plant manager will certify that associate training is up to date.

Lesson 5

Directions
Read the following safety text
(Adapted text from pages 32-33)

IV. General (cont.)

6. The plant manager will have an inspection of the energy control (lockout) procedure -- at least once a year. Inspector can not be a participate in the energy control procedure.

7. Locks will be the same, and there will be one key per lock. The authorized person's name or associate number will be on the lock (use tag).

8. If a lockout is not completed by the end of the shift, the associates will not remove their locks until those on the next shift attach their locks. If efforts fail to exchange locks, bolt cutters can be used to remove the lock.

9. Main disconnects for individual machines will be used for lockouts.

10. A machine that will not accept a lockout device will be modified to accept one. A tag will be used during the modification period.

Lesson 5

Directions
Read the following safety text
(Adapted text from pages 32-33)

IV. General (cont.)

11. Machines put in service after October 31, 1989, must accept a lockout device or have a "built in" equivalent energy isolation device.

12. Energy isolating devices will be labeled. The label will list what the devices control.

13. Do not make the mistake of assuming a job is too small for lockout.

14. Injuries that are caused by inadvertent start-up of machinery, or by an associate attempting to service running machinery will be called lockout failure. Do not assume the situation does not require a lockout because "that's the way its been done in the past!"

15. Documentation of training in lockout procedures will be maintained in associate files.

Lesson 5

Directions

(a) Write the words circled on pages 32-36 in your vocabulary notebook.

(b) Use a dictionary to find word meanings.

(c) Write the definitions in your vocabulary notebook.

Lesson 5

1. *Synonyms* are words that have similar meanings. Examples of synonyms are shown below.

   mistake, error
   isolate, separate
   job, employment
   associate, employee

   Circle the two words that are synonyms in the following word box.

   Word Box

   train procedure maintain equivalent policy

2. *Antonyms* are words with opposite meanings. Examples of antonyms are shown below.

   in, out
   start, stop
   before, after
   past, future

   Circle the two words that are antonyms in the following word box.

   Word Box

   energy accept main reject power control

3. *Homonyms* are words that sound alike but have different meanings and are spelled differently. Examples of homonyms are shown below.

   in, inn
   hour, our
   there, their
   be, bee

   It is important to use the correctly spelled homonym to express the meaning of the intended word.

   Directions Underline the correctly spelled homonym choice in the sentence below:

   Do not make the mistake of assuming a job is (to, too) small to merit a lockout.

Lesson 5

SYLLABLES AND PRONUNCIATION

One key to better spelling is better pronunciation. Pronouncing a word in syllables will enable you to hear the word in parts and catch all the sounds. A syllable is a unit of a word that is pronounced as a separate sound. If you are not sure how to pronounce a word or divide it into syllables, look it up in the dictionary.

Directions

- Say each word to yourself
- Then pronounce the word a syllable at a time
- Write the syllables on the blank to the right
- Put a slash mark (/) between syllables
- Write the whole word in the third column

1. lockout lock / out lockout
2. energy ____________________ ____________________
3. additional ____________________ ____________________
4. associates ____________________ ____________________
5. deviations ____________________ ____________________
6. inadequacies ____________________ ____________________
7. procedures ____________________ ____________________
8. manager ____________________ ____________________
9. training ____________________ ____________________
10. certify ____________________ ____________________

Lesson 5

Study Skill
Key Words in Sentences

Sometimes long sentences can be confusing. Finding key words in a sentence can help you understand it better. The key words give you the basic information in a sentence.

Directions

- Find the key words in each sentence by asking yourself this question: "Who did what?"
- Read the following sentences and write your answers on the blank lines provided: (The first exercise has been answered for you.)

1. The plant manager will have an annual inspection of the energy control (lockout) procedure.

Who or what? The plant manager

Did what? annual inspection (lockout)

2. Each plant manager will certify that associate training is current.

Who or what? ______

Did what? ______

3. Associates must lockout machines when making repairs.

Who or what? ______

Did what? ______

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Job Specific Instructional Materials - Safety Section

Lesson 5

READING FOR SEQUENCE

Writers often organize their ideas in the order in which they happen. The step-by-step ordering of events is called *time order* or *sequence*.

Directions

Read the events below, then number them in the correct order. The first one is done for you.

Incomplete Energy Control (Lockout) Procedure

______ Bolt cutters are used to remove the lock.

__1__ Lockout procedure is not complete by the end of associate's shift.

______ Associate may not remove his/her lock until the next shift attaches their lock.

______ Lock exchange procedure fails.

Lesson 5

Directions

- Circle *T* if the statement is true or *F* if it is false
- Review page 35

T F 1. There will be an annual inspection of the energy control procedure.

T F 2. Energy control procedure and lockout are the same.

T F 3. Main disconnects for individual machines will be used for lockouts.

T F 4. Locks and keys will be identical for lockout procedure.

T F 5. Locks will only be used for lockouts.

T F 6. A machine that will not accept a lockout device will be modified to accept one.

T F 7. Bolt cutters are always used to remove locks.

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Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 5

Words in Context

Context is the setting in which a word is used. We must see a word in the context of a sentence to learn its specific meaning.

Directions

Read the sentences below. Use context clues to fill in the missing words. Check (√) each word as you use it.

inadvertent
require
cause
past
assume
failure
devices
associate

Injuries that are caused by (1) ____________________ start-up of machinery, or by an (2) ____________________ attempting to service running machinery will be called lockout (3) ________________. Do not (4) ____________________ the situation does not require a lockout because *that's the way its been done in the past.*

Lesson 5

Understanding Written Procedures

Directions
Circle the letter of the best answer for each question below.
(See page 36 -- if you need help)

1. How does lockout affect a machine put in service after October 31, 1989?

   (a) A built in equivalent energy isolation device must be used

   (b) Tags may be used instead of a lockout device or a built in equivalent energy isolation device

   (c) The machines must accept a lockout device or have a built in equivalent energy isolation device

   (d) All of the above

2. What is written on the label on of an energy isolating device?

   (a) A description of what the device controls

   (b) General warnings

   (c) Safety rules

   (d) None of the above

Lesson 5

INFERRING

When you infer, you "read between the lines" to figure out what is being said.

For example, if you called an associate and he/she responded by saying, "Oh, it's you," you might infer that he/she didn't want to talk with you. Thus, you had to take a hint from the response and tone.

Directions
Write your inference of the following statement:

Do not make the mistake of assuming a job is too small for lockout.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Copies of Work Specific Literature

use with Lockout/Tagout Worksheet (C) (B)

FIELDCREST CANNON, INC.
POLICIES—PROCEDURES
HUMAN RESOURCES

SUBJECT HAZARDOUS ENERGY CONTROL LOCKOUT/TAGOUT

TAB SAFETY

NO.

Gunning Fog GRADE 25

Flesch Read Ease Grade level 17.0

POLICY

In order to prevent injuries resulting from machinery or other equipmen being inadvertently started up by the operator or others, or bein energized while that machinery or equipment is being repaired overhauled, lubricated, adjusted, cleaned or un-jammed, a lock-out procedure shall be established. The purpose of this procedure is t prevent the inadvertent starting of a machine, electrical circuit o valve controlling hazardous material unless this starting is intende by the individual(s) working on it.

LOCKOUT PROCEDURE

I. Implementation

1. Each plant manager shall designate a person or persons who shall be responsible for the implementation of this policy at the facility. This person or persons shall be designated as the plant "Lockout Program Administrator(s)".

2. A written "Hazardous Energy Control Program" shall be developed for each plant. This program shall include the following:

   a. A copy of this policy.

   b. A list of authorized employees by job title (those required to lock out).

   c. A list of machinery or equipment covered by this policy. List energy types to be controlled under each machine or equipment.

   d. Names of persons responsible for training authorized and affected employees in this policy.

   e. Name of person(s) required to do periodic (at least annual) inspection of the Energy Control Procedures.

   f. It is suggested that the Education and Training Task Group be responsible for the above training.

DISTRIBUTION
As Listed in 201-C (Omit 6A & 7A)

ISSUED BY
Vice President - Human Resources

DATE ISSUED
4/18/90

SUPERSEDES ISSUE DATED
2/2/87

REVIEW DATE

Use with Lockout/Tagout Worksheet (C)(B)

FIELDCREST CANNON, INC.
POLICIES—PROCEDURES
HUMAN RESOURCES

SUBJECT	HAZARDOUS ENERGY CONTROL LOCKOUT/TAGOUT
TAB	SAFETY
NO.	

Summary 7th GRADE 25th

Flesch Read Ease Grade level 17.0

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DISTRIBUTION As Listed in 201-C (Omit 6A & 7A)	DATE ISSUED 4/13/90
	SUPERSEDES ISSUE DATED 2/2/87
ISSUED BY Vice President - Human Resources	REVIEW DATE

Attachment

g. The Inspections and Audit Task Group is suggested to do the periodic inspections of the Energy Control Program.

3. The ultimate responsibility for the implementation of the Energy Control (Lockout Policy) lies with the plant or facility manager

BEST COPY AVAILABLE

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II. Situations requiring lock-out

1. Making repairs or adjustments on machinery or electrical circuits.

2. Cleaning, oiling or lubricating machinery where hazards exist. This includes cleaning with an air-hose, brush or other device when the employee is exposed to a hazard.

3. Clearing blocked or jammed mechanisms, including removing chokes or lap-ups from hazardous areas of machinery.

4. Working on lines or pipes carrying hazardous substances, such as steam, hot water, caustics, acids, gases, etc.

5. Re-threading or tieing in ends or cloth on machinery where the employee is exposed to a hazard, such as rollers, gears, chains.

III. Procedure

1. Notify designated persons that machine or equipment is to be taken out of service (where required, such as, major shut-downs).

2. Stop machine or equipment.

3. Turn off or deactivate all hazardous energy sources (electrical, chemical, air, hydraulic, thermal or other energy).

4. Place lock-out and lock on appropriate switch, valve control or other lock-out means. Use one lock for each worker on each device.

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4. Place lock-out and lock on appropriate switch, valve control or other lock-out means. Use one lock for each worker on each device.

5. Put machine or equipment in zero energy state (all energy has been dissipated, pressure released, lines blocked or drained, etc.).

6. Test lock-out procedure to insure that switch, valve or control cannot be activated.

7. On machinery that has potentially hazardous stored or residual energy, it will be necessary to relieve, disconnect, restrain or otherwise render it safe.

8. Replace all guards and remove all non-essential items (tools, equipment, etc.) from around the machine or equipment after work is complete.

9. Notify affected employees that the machine or equipment is ready for start-up and assure that machine is clear.

10. In the event that a machine or equipment under lock-out has to be re-started for testing, clear the machine or equipment of tools and equipment. Remove employees from the area, remove the lock-out, energize the machine and proceed with testing. Then de-energize all systems and reapply energy control measures as before to complete servicing.

IV. GENERAL

1. All authorized employees required to use the lock-out procedure shall be thoroughly trained in its provisions. Training shall include the identity and magnitude of all energy sources within the machine and equipment and their means of isolation. This training shall be certified and documented to include the employee's name and date of training.

2. Each affected employee shall be instructed in the purpose and use of the energy control (lock-out) procedure. All other employees who may come into the area shall be instructed about the procedure and about the prohibition relating to attempts to re-start locked out equipment.

3. Re-training shall be provided for all authorized and affected employees whenever there is a change in their job assignments, a change in machines,

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7. Locks used within a facility for energy control (lock-out) shall be identical. They shall only be used for lock-outs. There shall only be one key per lock and each lock shall be keyed differently. The authorized person's identification (name or employee number) shall be on the lock (use tag).

8. If a job requiring energy control (lock-out) is not completed by the end of the shift, the workers going off the job shall not remove their locks until those on the next shift attach their locks. If efforts fail to contact a person who has left the facility with his lock still in the lock-out, bolt cutters can be used to remove the lock.

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15. Documentation of training of authorized employees in lock-out procedures shall be maintained in employee files.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Basic Competency Skills

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 1

The following competencies were included:

Read and interpret vocational vocabulary
- Read and interpret general vocational/safety vocabulary
- Alphabetical order exercise
- Recognize common words and meanings
- Use a dictionary

Read and interpret written vocational materials
- Read and interpret specific information from written materials (lockout/tagout policy)
- Read and interpret written instructions
- Read and interpret written sequential directions
- Applies common sense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems
- Read and interpret safe use of equipment

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Utilize appropriate mechanics of standard English
    (a) Synonyms
    (b) Antonyms
    (c) Prefixes
    (d) Suffixes
    (e) Compound Words

Organizing and learning skills
- Utilize resources to seek information (dictionary and lockout policy)

Critical thinking and problem solving skills
- Demonstrate the ability to differentiate, sort, and classify information

Team Building (See Suggested Instruction Guide -- Group Exercises)

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Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 2

The following competencies were included:

Read and interpret vocational vocabulary
- Read and interpret general vocational/safety vocabulary
- Alphabetical order exercise
- Reading subskill (syllabication)
- Recognize common words and meanings
- Use of reference materials

Read and interpret written vocational materials
- Read and interpret specific information from written materials (Lockout Procedure)
- Read and interpret written instructions
- Read and interpret written sequential directions
- Applies common sense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
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- Read and interpret safe use of equipment

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Utilize appropriate mechanics of standard English
    - (a) Noun
    - (b) Adjective
    - (c) Verb
    - (d) Adverb
    - (e) Use correct word exercise

Organizational and learning skills
- Utilize resources to seek information (dictionary)

Critical thinking and problem solving skills
- Demonstrate ability to differentiate, sort, and classify information

Team Building (See Suggested Instruction Guide Group Exercises)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 3

The following competencies were included:

Read and interpret vocational vocabulary
  - Read and interpret general vocational/safety vocabulary
  - Use context clues
  - Recognize common words and meanings
  - Use a dictionary

Read and interpret written vocational materials
  - Read and interpret specific information from written materials (lockout/tagout policy)
  - Read and interpret written instructions
  - Read and interpret written sequential directions
  - Applies common sense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
  - Read and interpret safety procedures
  - Use common knowledge for safety
  - Apply preventative measures prior to task to minimize problems
  - Read and interpret safe use of equipment

Use legible writing and appropriate grammar
  - Print or write legibly in ink
  - Write in complete sentences
  - Utilize appropriate mechanics of standard English
    - (a) Synonyms
    - (b) Antonyms

Organizing and learning skills
  - Utilize resources to seek information (dictionary and lockout policy)

Critical thinking and problem solving skills
  - Infer main idea of text

Understanding teams (See p. 18)

Team Building (See Suggested Instruction Guide – Group Exercises)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 4

The following competencies were included:

Read and interpret vocational vocabulary
- Demonstrate alphabetizing skills
- Analyze and recognize parts of words (syllables)
- Recognize subject specific vocabulary
- Identify subjects and predicates
- Use correct verb tenses
- Use context clues
- Recognize common words and meanings
- Use a dictionary

Read and interpret written materials - Comprehension Skill Development
- Read and interpret specific information from written materials (lockout/tagout procedure)
- Read and interpret written instructions
- Identify cause and effect relationships
- Read and interpret written sequential directions
- Applies common sense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems
- Read and interpret safe use of equipment

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Write in complete sentences

Organizing and learning skills
- Utilize resources to find information (dictionary and lockout policy)

Team Building (See Suggested Instruction Guide -- Group Exercises)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 5

The following competencies were included:

Read and interpret vocational vocabulary
- Analyze and recognize parts of words (syllables)
- Recognize subject specific vocabulary
- Identify key words in sentences (critical reading skill / predicting)
- Recognize common words and meanings
- Use a dictionary

Read and interpret written materials - Comprehension Skill Development
- Read and interpret specific information from written materials (lockout/tagout procedure)
- Read and interpret written instructions
- Understand written procedures (Read and determine the meaning of sentence)
- Read and interpret written sequential directions
- Infer meaning of work related written materials
- Applies common sense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems
- Read and interpret safe use of equipment

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Write in complete sentences

Organizing and learning skills
- Utilize resources to find information (dictionary and lockout policy)

Team Building (See Suggested Instruction Guide -- Group Exercises)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 1
(Use the *Suggested Instruction Guide* as a supplement to Lesson 1 worksheets)

Introduction of Concepts

Build on the participants' background experience. Talk with them about the lockout/tagout policy. Ask participants the following questions:

- What is the purpose of the policy?
- When should the policy be enforced?
- Who does the policy affect?
- What is the significance of the policy name -- lockout / tagout?

Instruct ATP participants to write a paragraph on *why it is important to know and understand the policy*. Review how to write a paragraph; for example, state the topic of the paragraph in one sentence. This is called the topic sentence. The topic sentence may be written at the beginning, middle, or end of the paragraph. The other sentences of the paragraph are called supporting details.

References
Contemporary's English Exercises
Improving Writing Style and Paragraphing, pp.27-29
Contemporary's Edge on English
Grammar Write Away, Betsy Rubin, Book 2, pp. 30-31
Contemporary's Writing Skills Workbook Series
Sentence Structure, Style & Diction, Logic & Organization, Nancy Kellman
Book 3, pp. 59-62
Communication Series The Write Stuff
A Style Manual for Effective Business Writing, Richard Andersen and Helene Hinis
pp. 11-16

Suggestion
Don't grade the paragraph. Use the participants' work to determine deficient basic writing skills: e.g., capitalization, punctuation, etc.

Direct Instruction

Instruct participants on how to use a dictionary (if necessary). Work with the words they circled on page 1.

Make certain each participant has a spiral notebook for vocabulary words and definitions.

Reference
Contemporary's Getting the Most from Dictionaries
Vocabulary Exercises, Book Six

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 1

Practice Exercises

Exercise #1 (Group - Team Building)

Divide the participants into small groups. Instruct each group to select a group leader. The group leader will write a list of words the group can pronounce. A member of the group will read the words aloud.*

Exercise #2 (Group)

Instruct the group leader to write words the group can not pronounce. The instructor will read these words aloud. Ask associates to say the words as a group -- in unison. Next, ask each associate to pronounce the words; help them if necessary. Discuss word meanings.*

Ask if there are words on page 1 that were circled and have not been addressed. If not, proceed to Exercise #3.

Exercise #3 (Individual)

Discuss vocabulary words that relate to the participants' jobs. Instruct each participant to choose a word from the list and research it.* The following might be included in the research:

- Why is it important for me to know this word?
- Is this a common word or a technical word? Explain the difference.
- Use the word in a work related sentence.
- When would I use this word?

Exercise #4 (Group or Individual)

Ask for volunteers to read the Lockout / Tagout Policy (page 1). If participants are too apprehensive, let them read the policy one-on-one. If they need help, read the policy with them until they feel comfortable reading it alone. Tell the group that a goal for the class is to have each student become confident enough to read the policy aloud.

---

*Use words from associates' vocabulary notebooks

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 1

Exercise #5 (Individual)
Instruct the participants to write sentences explaining what the policy is about. Remind them to write in complete sentences. Review capitalization rules, the four kinds of sentences, punctuation, and sentence parts. Include the following information in the review:

Capitalization

- Capitalize the first word of every sentence
- Capitalize the proper names of people, places, and things
- Capitalize words derived from proper names; e.g., American
- Capitalize the days of the week
- Capitalize the months of the year
- Capitalize names or holidays
- Capitalize historical documents; e.g., Declaration of Independence
- Capitalize historical events and ages; e.g., Reformation
- Capitalize common names with place names; e.g., Mississippi River, Fifth Avenue
- Capitalize the main words in titles; e.g., New York Times
- Capitalize titles or offices when used directly before a name; e.g., President Clinton
- Capitalize the words "president" and "governor" without a name if they refer to the President of the United States or the Governor of a state.
- Capitalize "vice" when used in front of a name; e.g., Vice President Gore
- Capitalize the names of family members when used with a name; e.g., Uncle Sam

Kinds of Sentences

- A sentence that makes a statement is a declarative sentence.
  Punctuation (.)
- A sentence that gives a command or makes a request is an imperative sentence.
  Punctuation (.)
- A sentence that *asks a question* is an interrogative sentence.
  Punctuation (?)
- A sentence that expresses strong feeling is an exclamatory sentence.
  Punctuation (!)

Reference
Contemporary's Exercising Your English
Language Skills for Developing Writers, Betsy Rubin & Pat Fiene
Book 2, Spelling, Capitalization, Punctuation

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 1

Sentence Parts

▪ Subject	Name of the person or thing about which you are speaking or writing
▪ Predicate	The part that says something about the subject
▪ Verb	A word that expresses action or otherwise helps to make a statement

Exercise #6 (Individual)
Ask participants to write an example of each kind of sentence. Instruct them to use the words on page 3. The sentence parts should be labeled.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 2
(Use the *Suggested Instruction Guide* as a supplement to Lesson 2 worksheets)

Introduction of Concepts
Build on the participants' background experience. Talk with them about the *Lockout Procedure*. Ask participants the following questions:

- How is the Lockout Procedure implemented?
- Who is the "Lockout Program Administrator" in your plant? Name ________________
- Have you seen a copy of the "Hazardous Energy Control Program"?
- Who has the ultimate responsibility for this procedure? Name ___________________

Instruct ATP participants to write a paragraph on *what the "Hazardous Energy Control Program" includes*. Review how to write a paragraph; for example, state the topic of the paragraph in one sentence. This is called the topic sentence. The topic sentence may be written at the beginning, middle, or end of the paragraph. The other sentences of the paragraph are called supporting details.

References
- *Contemporary's English Exercises*
  Improving Writing Style and Paragraphing, pp 27-29
- *Contemporary's Edge on English*
  Grammar Write Away, Betsy Rubin, Book 2, pp. 30-31
- *Contemporary's Writing Skills Workbook Series*
  Sentence Structure, Style & Diction, Logic & Organization, Nancy Kellman
  Book 3, pp. 59-62
- *Communication Series The Write Stuff*
  A Style Manual for Effective Business Writing, Richard Andersen and Helene Hinis
  pp. 11-16
- *Contemporary's English Exercises*
  Mastering Parts of Speech
- *Contemporary's English Exercises*
  Using Correct Sentence Structure

Suggestion
Don't grade the paragraph, but correct capitalization and punctuation mistakes. Use the participants' work to determine other deficient basic writing skills; e.g., using correct sentence structure, mastering parts of speech, etc.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 2

Direct Instruction
Review dictionary skills

Reference
Contemporary's Getting the Most from Dictionaries
Vocabulary Exercises, Book Six

Instruct associates to choose five words circled on pages 7 - 7a. Associates will write complete sentences using the words selected.
Make certain each associate has a spiral notebook for vocabulary words and definitions.

Reference
Contemporary's English Exercises
Using Correct Sentence Structure

Practice Exercises
Exercise #1 (Group - Team Building)
Divide the participants into small groups. Instruct each group to select a group leader. The group leader will write a list of words the group can pronounce -- see pages 7-7a. A member of the group will be selected to read the words aloud.

Exercise #2 (Group)
Instruct the group leader to write words the group can not pronounce. The instructor will read the words aloud. Ask associates to say the words as a group -- in unison. Next, ask each associate to pronounce the words; help them if necessary. Discuss word meanings.

Ask if there are any words on pages 7-7a that were circled and have not been addressed. If not, proceed to Exercise #3.

Exercise #3 (Individual)
Discuss the vocabulary words that relate to the participants' jobs. Instruct each participant to choose a word and research it. The following bullets might be included in the word research:

- Why is it important for me to know this word?
- Is this a common word or a technical word? Explain the difference.
- Use the word in a work related sentence.
- When would I use this word?
- Are there other meanings for this word?

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 2

Exercise #4 (Group or Individual)
Ask for volunteers to read the *Lockout Procedure* (pages 7-7a). If participants are too apprehensive, let them read the policy one-on-one. If they need help, read the policy with them until they feel comfortable reading it alone. Tell the group that a goal for the class is to have each student become confident enough to read the policy aloud.

(Page 7a was included for low-level readers)

Exercise #5 (Individual)
Instruct the participants to write sentences explaining what the procedure is about. Remind them to write in complete sentences. Review *using correct sentence structure*. Include the following information:

(a) A sentence consists of a subject and a predicate that communicate a complete thought
(b) An incomplete sentence is called a sentence fragment
(c) Subject and verb agreement
(d) Run-on sentences

Reference
Contemporary's Exercising Your English
Using Correct Sentence Structure

Exercise #6 (Group)
Ask for volunteers to read sentences written in exercise #5.

Exercise #7 (Group)
Work with words that are commonly misused.

Examples	affect, effect	fewer, less
	allude, elude	among, between

Reference
The Write Stuff -- A Style Manual for Effective Business Writing
Richard Andersen and Helene Hinis, National Press Publications, 1990

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 3
(Use the *Suggested Instruction Guide* as a supplement to Lesson 3 worksheets)

Introduction of Concepts
Build on the participants' background experience. Talk with them about the *Lockout Procedure*. Ask the following questions:

- What situations require the lockout procedure?
- What will happen if the lockout procedure is not followed?
- Approximately how many times per month is there a machine lockout in your department?

Instruct ATP participants to write several sentences explaining *their department's last lockout*. Review sentence structure.

Reference
Contemporary's English Exercises
Using Correct Sentence Structure

Direct Instruction
Review dictionary skills
Work with the words circled on page 14
Instruct associates to choose three words
Write complete sentences using the words

Make certain each associate has a spiral notebook for vocabulary words and definitions.

References
- *Contemporary's Getting the Most from Dictionaries*
  Vocabulary Exercises, Book Six
- *Contemporary's Using a Dictionary*
  Vocabulary Exercises, Book Three
- *Contemporary's English Exercises*
  Using Correct Sentence Structure

Practice Exercises
Exercise #1 (Group)
Ask if there are words on page 14 that were circled and have not been addressed. If not, proceed to Exercise #2.

Lesson 3

Exercise #2 (Group)
Divide associates into groups of two. Instruct them to choose and research a word from the circled words on page 14. The following topics might be included in the word research:

- Why is it important for me to know this word?
- Is this a common word or a technical word? Explain the difference.
- Use the word in a work related sentence.
- When would I use this word?
- Are there other meanings for this word?

Exercise #3 (Group)
Each group will select a member to read aloud the research. Encourage visual aids and group discussion.

Exercise #4 (Group or Individual)
Ask for volunteers to read the *Lockout Procedure -- Situations Requiring Lockout* (page 14). If participants are too apprehensive, let them read the policy one-on-one. If they need help, read the policy with them until they feel comfortable reading it alone. Tell the group that a goal for the class is to have each student become confident enough to read the policy aloud.

Exercise #5 (Group)
Instruct associates to design posters promoting teamwork at Fieldcrest Cannon, Inc.
Discuss what it means to be a team player. Key actions include the following:

- Pass on good ideas
- Look for ways to help others
- Give recognition for things well done
- Let others know what you need to get the job done

Reference
Working, Being a Team Player
Zenger Miller, Unit 12, 1994.

Exercise #6 (Group)
Ask participates to write an essay on *being a team player*.

Reference
Teaching Adults to Write, Foresman Scott, 1986
Glenview, IL: Scott, Foresman & Company, Lifelong Learning Division

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 4
(Use the *Suggested Instruction Guide* as a supplement to Lesson 4 worksheets)

Introduction of Concepts
Build on the participants' background experience. Ask each participant to read and comment on items 1-10, pages 23-23a. Comments might include the following information:

- Item 1 Who are the designated persons?
- Item 2 How is the machine stopped?
- Item 3 What is zero energy state?
- Etc.

Direct Instruction
Review the words circled on pages 23-23a
Instruct associates to choose three words
Write complete sentences using the words

Make certain each associate has a spiral notebook for vocabulary words and definitions.

References

- *Contemporary's Getting the Most from Dictionaries*
  Vocabulary Exercises, Book Six
- *Contemporary's Using a Dictionary*
  Vocabulary Exercises, Book Three
- *Contemporary's English Exercises*
  Using Correct Sentence Structure

Practice Exercises
Exercise #1 (Group)
Ask if there are words on pages 23-23a that were circled and have not been addressed. If not, proceed to Exercise #2.

Exercise #2 (Group)
Instruct the class to choose three words from the circled words on pages 23-23a. The selected words will be researched. Allow the group to organize task. The following activities are suggested:

- Election of a group leader, recorder, etc.
- Discussion of why is it important to know the words
- Identification of the words as common or technical
- Use of words in work related sentences
- Analysis of when the words are used
- Research for other meanings

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 4

Exercise #3 (Group)
Ask the group the following questions -- relating to exercise #2:

- What did you learn by working as part of a team?
- Would you have preferred to work alone?
- What problems were encountered?
- How did the group solve the problems?
- Did everyone play an active role in completing the task?

Share the attached teamwork sheet with associates. Display sheet in the learning center.

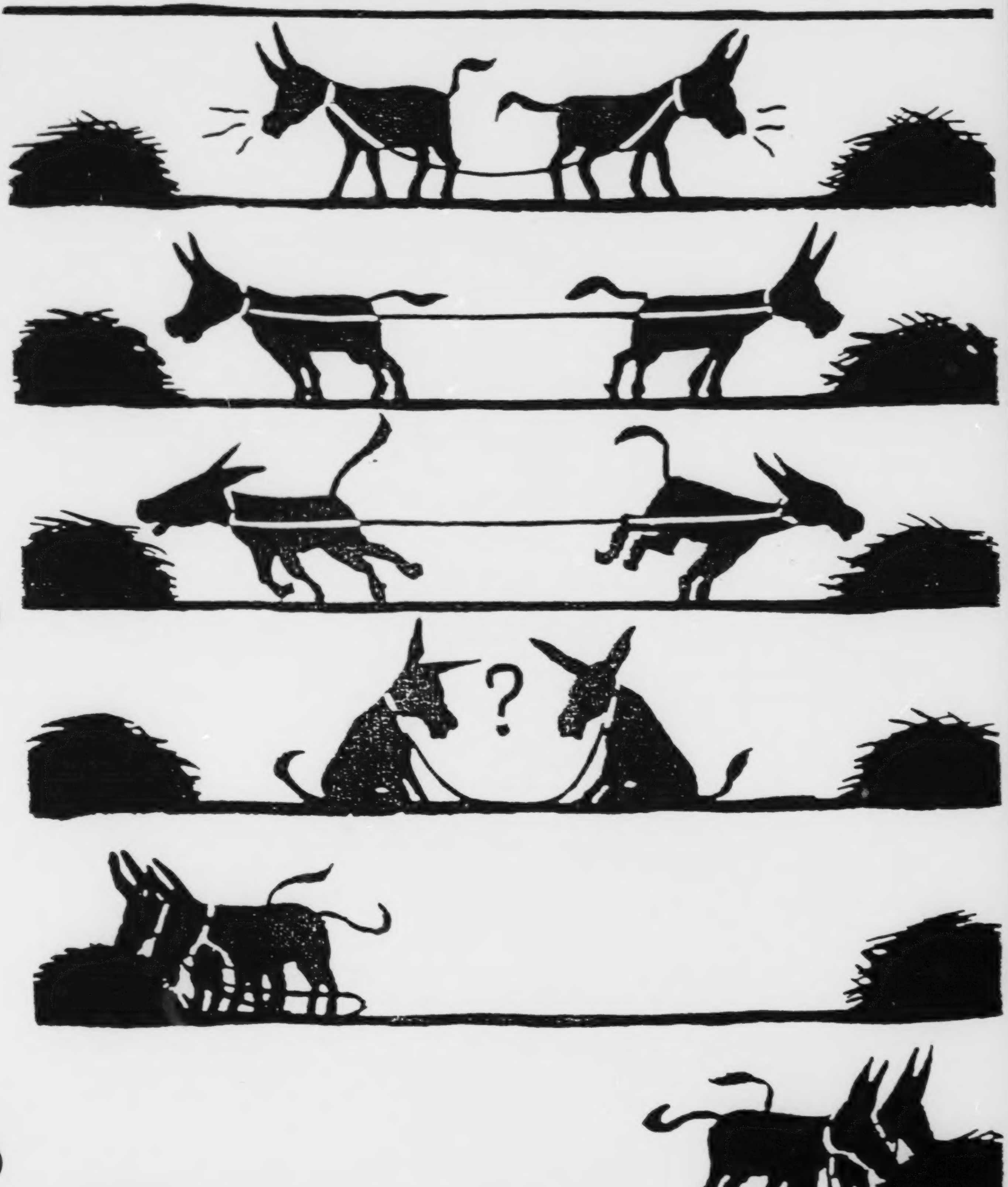
Review what it means to be a team player. Key actions include the following:

- Pass on good ideas
- Look for ways to help others
- Give recognition for things well done
- Let others know what you need to get the job done

Reference
Working, Being a Team Player
Zenger Miller, Unit 12, 1994.

Exercise #4 (Group or Individual)
Ask for volunteers to read the *Lockout Procedure -- Procedure* (pages 23-23a). If participants are too apprehensive, let them read the procedures one-on-one. If they need help, read the procedures with them until they feel comfortable reading it alone. Tell the group that a goal for the class is to have each student become confident enough to read the policy aloud.

Team-Work



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 5
(Use the *Suggested Instruction Guide* as a supplement to Lesson 5 worksheets)

Introduction of Concepts
Build on the participants' background experience. Talk with them about *General Lockout Procedure*. Ask the following questions:

- Who are the authorized associates?
- List the energy sources within machines and their means of isolation (Write on board)
- Is there a periodic inspection of the energy control procedure in your area? Annually?
- Is there a job (machine repair) that is too small to warrant lockout?
- Have there been injuries due to lockout failure in your area? Define lockout failure.
- Explain energy isolating devices.
- Scan the items on pages 32-36 for other discussion topics.

Instruct ATP participants to write several sentences on their department's last lockout inspection -- item 6, page 33. Review sentence structure.

Reference
Contemporary's English Exercises
·Using Correct Sentence Structure

Direct Instruction
Work with words circled on pages 32-36
Instruct associates to choose three words
Write complete sentences using the words

Make certain each associate has a spiral notebook for vocabulary words and definitions.

References
- *Contemporary's Getting the Most from Dictionaries*
  Vocabulary Exercises, Book Six
- *Contemporary's Using a Dictionary*
  Vocabulary Exercises, Book Three
- *Contemporary's English Exercises*
  Using Correct Sentence Structure

Practice Exercises
Exercise #1 (Group)
Ask if there are words on pages 33-36 that were circled and have not been addressed. If not, proceed to Exercise #2.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 5

Exercise #2 (Individual)
Instruct associates to choose two items from pages 34-36. Associates are to prepare a brief presentation; e.g., associates will read the two items and make comments relating to the general procedures. The following information might be included:

- Why is the procedure important?
- What is involved in associate certification? (see item 5)
- Why are the locks the same?
- Has your area used bolt cutters on a lock? (see item 8)
- Explain the energy isolating devices.
- Etc.

Exercise #3 (Individual)
Ask participates to write an essay on *Lockout Failure*. Solicit volunteers to read essays.

Reference
Teaching Adults to Write, Foresman Scott, 1986
Glenview, IL: Scott, Foresman & Company, Lifelong Learning Division

Exercise #4 (Group)
Instruct associates to design posters on preventing lockout failures.
Display posters and essays. Send copies to Janet Earnhardt for publishing -- use discretion.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section

Method

Gunning's Fog Index, Flesch-Kincaid Score, Flesch Reading Ease Score, and Flesch Reading Ease Grade Level

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.

2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.

3. Flesch Reading Ease Score indicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section

Lesson 1 (Page 4a)

Readability Statistics	
Gunning's Fog Index	6.6
Flesch-Kincaid Score	4.5
Flesch Reading Ease Score	83.9
Flesch Reading Ease Grade Level	6.6

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section

Lesson 2

Readability Statistics	Page 7a	Page 11
Gunning's Fog Index	10.9	7.3
Flesch-Kincaid Score	8.0	5.4
Flesch Reading Ease Score	50.0	71.5
Flesch Reading Ease Grade Level	13.1	7.9

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section

Lesson 3 (Page 18)

Readability Statistics	
Gunning's Fog Index	4.8
Flesch-Kincaid Score	2.3
Flesch Reading Ease Score	91.7
Flesch Reading Ease Grade Level	5.8

Lesson 3 (Page 22)

Readability Statistics	
Gunning's Fog Index	8.0
Flesch-Kincaid Score	7.3
Flesch Reading Ease Score	59.1
Flesch Reading Ease Grade Level	10.3

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 4

Readability Statistics	p. 23	p. 23a	p. 28
Gunning's Fog Index	13.8	10.8	9.0
Flesch-Kincaid Score	10.8	8.4	7.2
Flesch Reading Ease Score	44.8	54.8	61.3
Flesch Reading Ease Grade Level	13.8	11.5	8.9

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section

Lesson 5

Readability Statistics	pp. 32-33	pp. 34-36	p. 44
Gunning's Fog Index	15.9	11.4	6.2
Flesch-Kincaid Score	12.1	8.9	5.9
Flesch Reading Ease Score	41.3	54.0	72.6
Flesch Reading Ease Grade Level	14.3	11.8	7.7

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson Answer Key

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 1

Pages 1-2
No grade
Review each participant vocabulary notebook
Suggestion - Add 5 points to overall grade for Lesson 1 -- if notebook is complete

Page 3
Total points (12)

1. adjusted
2. electrical
3. energized
4. established
5. hazardous
6. inadvertently
7. injuries
8. intended
9. lubricated
10. overhauled
11. prevent
12. procedure

Page 4
Total points (2)

1. Circle danger, hazard
2. Circle intentional, inadvertently

Page 4a
Total points (13)
Suffix / prefix - underline and bold

1. inadvertently adjusted intended
hazardous overhauled lubricated

2. adjusted prevent intended
inadvertently injury misspell

3. over + hauled overhauled

Page 5
Total points (1)
Answer d.

Page 6
Total points (1)
Answer c.

Maximum Points 34

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 2

Pages 7-8
No grade
Review each participant vocabulary notebook
Suggestion - Add 5 points to overall grade for Lesson 2 (if notebook is complete)

Page 9
Total points (12)

1. affected
2. authorized
3. control
4. designate
5. developed
6. energy
7. facility
8. inspection
9. periodic
10. policy
11. responsible
12. ultimate

Page 10
Total points (12)

1. 3
2. 4
3. 3
4. 4
5. 3
6. 2
7. 3
8. 3
9. 3
10. 4
11. 3
12. 3

Page 11
Total points (4)

1. Circle *policy*
2. Circle *serious*
3. Circle *wear and operating*
4. Circle *safely*

Page 12
Total points (2)

1. Mark out effect
2. Mark out affect

Page 13
Total points (2)

1. (d)
2. (c)

Maximum Points 37

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 3

Pages 14-15

No grade	Review each participant vocabulary notebook
Suggestion	Add 5 points to overall grade for Lesson 3 -- if notebook is complete

Page 16
Total points (12)

- Deduct one point for each capitalization error
- Deduct one point for each punctuation error

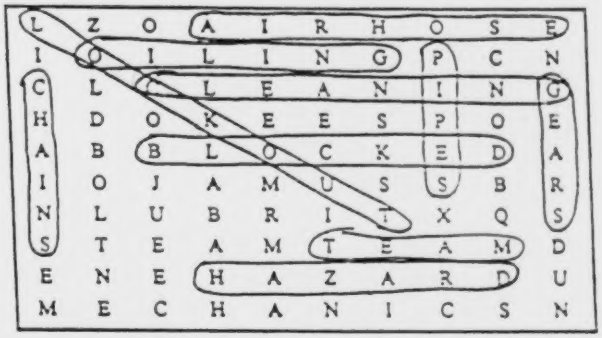
If needed, review Lesson 1, Exercise #5, Suggested Instructor Guide.

Page 17
Total points (2)   1. a   2. b

Encourage associates to defend their answers. Discussion is a great learning technique.

Page 18
Total points (11)

Word Find	9 points
Bonus	2 points
Total	11 points



L	Z	O	A	I	R	H	O	S	E
I	O	I	L	I	N	G	P	C	N
C	L	C	L	E	A	N	I	N	G
H	D	O	K	E	E	S	P	O	E
A	B	B	L	O	C	K	E	D	A
I	O	J	A	M	U	S	S	B	R
N	L	U	B	R	I	T	X	Q	S
S	T	E	A	M	T	E	A	M	D
E	N	E	H	A	Z	A	R	D	U
M	E	C	H	A	N	I	C	S	N

Page 19
Total points (1)
Answer c

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 3 (Continued)

Page 20
Total points (7)

Column B	
5	Down
3	Cause
7	On
2	Begin
6	Intentional
4	Stop
1	Cold

Page 21
Total points (2)
Circle the words SAFE and SECURE

Page 22
Total points (6)
1. T
2. F
3. T*
4. F
5. T
6. T

* Associate could defend -- use your discretion
Encourage him or her to verbally express their defense for a *false* answer.

Maximum Points 46

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 4

Pages 23-24
No grade Review each participant vocabulary notebook
Suggestion Add 5 points to overall grade for Lesson 4 -- if notebook is complete

Page 25
Total points (10)
1. 3 2. 1 3. 4 4. 3 5. 4 6. 2 7. 2 8. 2 9. 2 10. 1

Page 26
Total points (15)

1.	activated	6.	dissipated	11.	relieve
2.	appropriate	7.	major	12.	required
3.	deactivate	8.	notify	13.	residual
4.	designated	9.	potential	14.	source
5.	device	10.	reapply	15.	zero

Page 27 No Answer

Page 28
Total points (5)
1. stops
2. turn
3. replaces
4. move
5. notify

Bonus Exercise -- 3 points
Circle a. He b. She c. move

Page 29
Total points (6)
1. hazardous
2. activated
3. machine
4. remove
5. device
6. associates

H[1]				A[2]		M[3]		R[4]	
A[6]	S	S	O	C	I	A	T	E	S
Z				T		C		M	
A				I		H		O	
R				V		I		V	
D				A		N		E	
O				T		E			
U				E					
S				D[5]	E	V	I	C	E

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 4

Page 30
Total points (1)
Effect -- Sample Answer (A lockout failure could occur, i.e., associate could be injured.)
*Use discretion when grading this question. Allow participants to defend their answers.

Page 31
Total points (5)
a. 4
b. 3
c. 1
d. 5
e. 2
* Associate could defend -- use discretion
Encourage him or her to verbally express their defense for different answers.

Maximum Points 50

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 5

Pages 32-37

No grade Review each participant vocabulary notebook

Suggestion Add 5 points to overall grade for Lesson 5 -- if notebook is complete

Page 38

Total points (3)

1. Circle the words policy and procedure
2. Circle the words accept and reject
3. Underline the word *too*

Page 39

Total points (9)

1.	lock / out	lockout	6.	in / ad / e / qua / cies	inadequacies
2.	en / er / gy	energy	7.	pro / ce / dures	procedures
3.	ad / di / tion / al	additional	8.	man / a / ger	manager
4.	as / so / ci / ates	associates	9.	train / ing	training
5.	de / vi / a / tions	deviations	10.	cer / ti / fy	certify

Page 40

Total points (2)

1. Answered for associate

2. Who or what? (Each plant manager)
   Did what? (certify training)

3. Who or what? (Associates)
   Did what? (lockout machines)

Page 41

Total points (3)

4
1
2
3

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 5 (Continued)

Page 42
Total points (7)
1. T
2. T
3. T
4. F
5. T
6. T
7. F

*Use discretion -- encourage associates to defend their answers

Page 43
Total points (4)
1. inadvertent 2. associate 3. failure 4. assume

Page 44
Total points (2)

1. (c) 2. (a)

Page 45
Total points (5)
Correct punctuation and capitalization errors. Look for coherence and unity -- see Contemporary's English Exercises "Improving Writing Style and Paragraphing"

Maximum Points 40

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Supplementary Materials

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 1 Safety Section
Supplementary Materials

Competency	TEXTdisc Reading Level - 9	CASAS Correlation Contemporary	CASAS Correlation Other	Contemporary Correlation
Interpret safe work procedures including wearing safe work attire		4.3.3 Working in English, Book 2 Level - B		
Interpret general work-related vocabulary	TEXTdisc Reading Section History of Textile Industry (Step 2 Activity 2.3)	4.1.6 Reading Skills that Work Book 1 & 2, level 4-6 & 6-8 respectively		
Reading Subskills				
Synonyms				Understanding Language Book 1 *Vocabulary Exercises* Level 2.6-4.9
Antonyms				Understanding Language Book 1 *Vocabulary Exercises* Level 2.6-4.9
Suffix				Analyzing Word Parts Book 7 *Vocabulary Exercises* Level 4.6-6.9
Prefix				Analyzing Word Parts Book 7 *Vocabulary Exercises* Level 4.6-6.9
Compound words				Analyzing Word Parts Book 7 *Vocabulary Exercises* Level 4.6-6.9
Meaning Context				Getting Meaning from Context Book 4 *Vocabulary Exercises* Level 2.6-4.9
Comprehension Central Thought	TEXTdisc Reading Section History of Textile Industry (Steps 3 & 5)			*Reader's Choice*, Book 3: Discoveries pp 10,11,18-19, 60-61
Skimming & Scanning	TEXTdisc Reading Section History of Textile Industry (Step 4 Activity1, 2,3)			
Team Building				Reading Skills that Work Book 2, Echaore-Yoon Susan pp 114-121

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 2 Safety Section
Supplementary Materials

Competency	TEXTdisc Reading Level - 9	CASAS Correlation Contemporary	CASAS Correlation Other	Contemporary Correlation
Interpret safe work procedures including wearing safe work attire		4.3.3 Working in English, Book 2 Level - B		
Interpret general work-related vocabulary	TEXTdisc Reading Section History of Textile Industry (Step 2 Activity 2.3)	4.1.6 Reading Skills that Work Book 1 & 2, level 4-6 & 6-8 Respectively		
Language Subskill				
Nouns				Grammar Write Away TABE Level M 4.6-6.9 Grade Level Book 1
Verbs				English Exercises *Mastering Parts of Speech* p 12 Level 5-6
Adjectives				English Exercises *Mastering Parts of Speech* p 12 Level 5-6
Adverbs				English Exercises *Mastering Parts of Speech* p 12 Level 5-6
Reading Subskill				
Meaning Context				Getting Meaning from Context Book 4 *Vocabulary Exercises* Level 2.6-4.9
Comprehension Central Thought	TEXTdisc Reading Section History of Textile Industry (Steps 3 & 5)			Reading and Critical Thinking in the Content Areas pp 99-104 Level 6.6-8.9
Skimming & Scanning	TEXTdisc Reading Section History of Textile Industry (Step 4 Activity 1, 2.3)			

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 3 Safety Section
Supplementary Materials

Competency	TEXTdisc Reading Level - 9	CASAS Correlation Contemporary	Correlation Other	Contemporary Correlation
Interpret work safety manuals and related publications		4.3.2 *Mastering Reading. Mfg Series* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.		
Interpret safe work procedures including wearing safe work attire		4.3.3 Working in English, Book 2, Ch. 13, Level - B		
Interpret general work-related vocabulary	TEXTdisc Reading Section History of Textile Industry (Step 2 Activity 2,3)	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 Respectively		
Reading & Vocabulary Subskill				
Words in Context				Pre-GED Critical Reading Skills. pp 115-123 Level 6.6-8.9
Critical Thinking				Reading and Critical Thinking. Barnes. M pp 8-9 Level 6.6-8.9
Antonyms				Vocabulary Exercises *Understanding Language*. Book 1 Level 2.6-4.9
Synonyms				Vocabulary Exercises *Understanding Language*. Book 1 Level 2.6-4.9
Comprehension Central Thought	TEXTdisc Reading Section History of Textile Industry (Steps 3 & 5)			Foundations Reading. Gallagher. J., pp. 118-123 Level 4-6
Skimming & Scanning	TEXTdisc Reading Section History of Textile Industry (Step 4 Activity 1, 2,3)			
Writing				
Sentence Structure				English Exercises. *Using Correct Sentence Structure. & Building Punctuation Skills*

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 4 Safety Section
Supplementary Materials

Competency	TEXTdisc Reading Level - 9	CASAS Correlation Contemporary	Other Correlation
Interpret work safety manuals and related publications		4.3.2 *Mastering Reading. Mfg Series.* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.	
Interpret safe work procedures		4.3.3 Working in English, Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary	Preparing Cotton Fibers for Spinning (Step 1& 2, Act. 1-4)	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 Respectively	
Reading & Vocabulary Subskill			
Syllables and Pronunciation			Writing Skills Workbook, Book 2, p.7, 2.6-4.9*
Alphabetical Order			Using a Dictionary 3 pp. 4-5, Level 2.6-4.9*
Verbs, Nouns, Pronouns			[1]Mastering Parts of Speech Level 5-6* [2]Skills Bank, Lesson 1.Blue Disk 5
Subjects and Predicates			[1]Using Correct Sentence Structure p.3 Level 5-6* [2]Skills Bank, Lesson 2, Blue disk 5/Lesson 1.2 Orange disk
Vocabulary Crosswords			GED Vocabulary Crosswords Level 8*
Critical Reading Cause and Effect			Reading and Critical Thinking,* Barnes, Martha J. pp. 30-37 Level 6-8
Sequencing			[1]Reading and Critical Thinking,* Barnes, Martha J. pp. 38-44 Level 6-8 [2]Skills Bank, Lesson 2, Red disk 5
Comprehension	Preparing Cotton Fibers for Spinning (Step 3, Act. 1-3)		
Skimming & Scanning	Preparing Cotton Fibers for Spinning (Step 4 & 5, Act.)		
Writing			
Sentence Structure			[1]Using Correct Sentence Structure, & Building Punctuation Skills Level 5-6 [2]Skills Bank, Lesson 1.3 Blue disk 1 & 9

* Contemporary Books

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Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 5 Safety Section
Supplementary Materials

Competency	TEXTdisc Reading Level - 9	CASAS Correlation Contemporary	Other Correlation
Interpret work safety manuals and related publications		4.3.2 *Mastering Reading. Mfg Series.* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.	
Interpret safe work procedures including wearing safe work attire		4.3.3 Working in English, Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary	TEXTdisc Spinning Wool & Cotton Yarn (Step 1& 2, Act. 1-4)	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 Respectively	
Reading & Vocabulary Subskill			
Syllables and Pronunciation			Writing Skills Workbook Series, Book 2 p. 7 2.6-4.9*
Synonyms, Antonyms, and Homonyms			Understanding Language Level 2.6-4.9*
Key Words			Pre-GED Critical Reading Skills Level 5-8*
Words in Context			Getting Meaning from Context Level 2.6-4.9*
Critical Reading Inferences			Reading and Critical Thinking.* Barnes, Martha J. pp. 13-18 Level 6-8
Sequencing			[1]Reading and Critical Thinking.* Barnes, Martha J. pp. 38-44 Level 6-8 [2]Skills Bank, Lesson 2, Red disk 1
Comprehension	TEXTdisc Spinning Wool & Cotton Yarn (Step 3, Act. 1-3)		
Skimming & Scanning	TEXTdisc Spinning Wool & Cotton Yarn (Step 4&5, Act. 1-3, 1-4)		
Writing			
Sentence Structure			[1]Using Correct Sentence Structure, & Building Punctuation Skills Level 5-6 [2]Skills Bank, Lesson 1.3 Blue disk 1 & 9

* Contemporary Books

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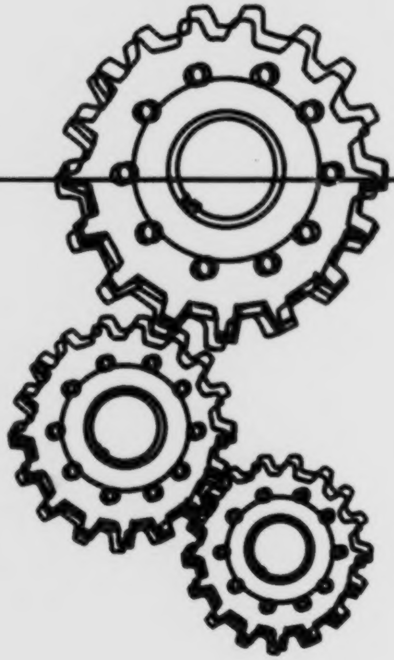

Fieldcrest Cannon, Inc.
Advanced Technical Preparation

Instructor Book
Safety Section (Module 2)

FIELDCREST CANNON, INC.
ADVANCED TECHNICAL PREPARATION (ATP)
NOTE TO ATP INSTRUCTORS ON WORK SPECIFIC CURRICULUM

The work specific curriculum has been approved by corporate and local management. Bullets provide important information on curriculum usage.

The curriculum is designed to:

- ➢ Assist Fieldcrest Cannon associates in upgrading their basic skills
    A functional context approach to learning

- ➢ Assist ATP instructors by providing an instructor's manual

    Manual Contents
    Lessons and Worksheets
    Lesson competencies
    A suggested instruction guide to supplement worksheets
    Readability tests to inform instructors of reading level
    Answer key
    Supplementary materials *

- ➢ Be used with CASAS and computer assisted instruction; i.e., TEXTdisc

Associates must achieve a 90% mastery of the work specific materials (posttest)

⮟

Fieldcrest Cannon associates will demonstrate basic skill competencies by successfully completing CASAS, the work specific curriculum, and TEXTdisc. GED classes will be offered only to graduates in all three areas.

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* If associates have difficulty in completing a lesson, the instructor can look in the supplementary materials section for competencies and references.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Instructor Book
Safety Section (Module 2)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Instructor Book
Safety Section Module 2

Authored by
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Fieldcrest Cannon, Inc.

1995

FIELDCREST CANNON, INC.
ADVANCED TECHNICAL PREPARATION (ATP)

The author wishes to acknowledge Rowan-Cabarrus Community College for performing the *workplace analysis job profile* and collecting work related materials. The following customized curriculum is a spin-off from curriculum developed by the college. Rowan-Cabarrus Community College is located in Salisbury, North Carolina.

FIELDCREST CANNON, INC.™

World Class Manufacturer
World Class Workforce

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section – Module 2

Instructor Manual Contents

1. Safety Section Introduction
2. Primary Safety Section Objectives
3. Author's Note to Instructor
4. Individualized Education Plan (Forward from Module 1)
5. Lesson 6 - Safety Signs
6. Lesson 7 - Safety Vocabulary Section
7. Lesson 8 - Safety Rules
8. Competencies Lessons 6-8
9. Suggested Instruction Guide Lessons 6-8
10. Readability Tests Lessons 6-8
11. Answer Key Lessons 6-8
12. Supplementary Materials Lessons 6-8

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Introduction

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Introduction

The work specific curriculum contains adult-oriented instruction materials for Fieldcrest Cannon, Inc. associates. Teaching methodologies, i.e., lessons, worksheets, and suggested instruction guide, were designed to teach safety using a functional context approach to learning.

The safety section is based primarily on competencies established by the following:

- Comprehensive Adult Student Assessment System (CASAS)
- Georgia Department of Technical and Adult Education
- Tests of Adult Basic Education

A specific competency list is included with each lesson.

Safety lessons are divided into the following modules:

- Lessons 1- 5 Module 1
- Lessons 6- 8 Module 2
- Lessons 9-12 Module 3

Academic skills content were determined by Fieldcrest Cannon, Inc. A CASAS Workplace Analysis was used to identify required skills.

The difficulty level for each lesson is appropriate for a broad audience of achievers. The target grade range is 6.6 to 8.9, but will measure above and below that range.

Readability tests were randomly performed. Each lesson includes test results.

The work specific curriculum materials were correlated with the Tests of Adult Basic Education (Steck-Vaughn and Contemporary), Comprehensive Adult Student Assessment System, TEXTdisc, Skills Bank, etc. These correlations can be found under the section entitled *supplementary materials*.

Samples of workplace materials were used in developing the curriculum. Each lesson includes the materials used.

An Individual Education Plan is included in each associate book. After the associate has completed lesson 12, he/she will be given a section evaluation (posttest).* If the associate does not achieve a 90% mastery level, additional instruction will be recommended.

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*A copy of the section evaluation (posttest) is located in the instructor manual for module 3

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Primary Safety Section Objectives

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Primary Safety Section Objectives

- Improve associate basic skills
- Reduce work-related accidents
- Reduce insurance claims
- Promote safety awareness

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Author's Note to Instructor

Author's Note to Instructor

ATP INSTRUCTOR

- Read aloud all lesson instructions. Frequently, ask one of the participants to read -- be careful, do not embarrass a poor reader.
- Assist participants in understanding the lesson directions.
- Always encourage the use of a standard dictionary. There should be enough dictionaries for each participant.
- Each ATP participant will need a spiral notebook for vocabulary words.
- The terms *participant* and *associate* are used interchangeably.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Individualized Education Plan

Forward from Module 1

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials – Safety Section

Individualized Education Plan Instructions

1. The instructor will make certain the Individualized Education Plan (IEP) is properly completed. An IEP is located at the beginning of each associate book. After module 2 is complete, the associate will move IEP to module 3.

2. A section evaluation (posttest) will be administered after the associate completes lesson 12. If associate does not achieve a 90% mastery level, additional instruction is recommended. Sources are listed at the end of each lesson.

IEP

INDIVIDUALIZED EDUCATION PLAN

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section
Individualized Education Plan (IEP)

Name ____

Social Security Number ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Section ______________________ **Level** ______________________

Plant ______________________ **Location** ______________________

Lessons **Safety Section**	**Date Started**	**Date Completed**	**# Correct/Total**	**Instructor Comments**	**Initial**
Lesson 1 Lockout/Tagout *Policy*					
Lesson 2 Lockout Procedure *Implementation*					
Lesson 3 Lockout Procedure *Situations*					
Lesson 4 Lockout Procedure *Procedure*					
Lesson 5 Lockout Procedure *General*					
Lesson 6 *Safety Signs*					
Lesson 7 *Safety Vocabulary*					
Lesson 8 *Safety Rules*					
Lesson 9 *Working Safely with Cotton*					
Lesson 10 *Noise*					
Lesson 11 *Materials Safety Data Sheet*					
Lesson 12 *Hazards in the Workplace*					
Evaluation Lessons 1 - 12	Date of Evaluation	Mastery Level 90% Standard # correct/total	Instructor Recommendations		
Section Evaluation Results	/ /95				

Table of Contents

1
Lessons and Worksheets
Lesson 6 - Safety Signs
Lesson 7 - Safety Vocabulary
Lesson 8 - Safety Rules

2
Lesson Competencies
Lessons 6-8

3
Suggested Instruction Guide
Lessons 6-8

4
Readability Tests
Lessons 6-8

5
Answer Key
Lessons 6-8

6
Supplementary Materials
Lessons 6-8

7

8

AVERY® READY INDEX™ INDEXING SYSTEM

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson and Worksheets

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Module **2** Numeric Number	**=**	**Module** **II** Roman Numeral

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Fieldcrest Cannon Associates must read and understand safety signs.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions
- Read the following safety signs
- Ask your instructor to read and explain the signs that you do not understand

CAUTION
EAR PROTECTION
MUST BE WORN
IN THIS DEPT.

EXIT

CAUTION
WATCH FOR
TOW MOTORS

Fire Hose
Keep Clear

EMERGENCY
EYEWASH FOUNTAIN

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the sign and statements
- Write a T if the statement is true or an F if it is false

CAUTION
EAR PROTECTION
MUST BE WORN
IN THIS DEPT.

__T__1. Dept. is an abbreviation for department.

_____2. Associates must wear earplugs in all departments.

_____3. Earplugs and eye goggles must be worn in all departments.

_____ 4. Noise can cause permanent hearing loss.

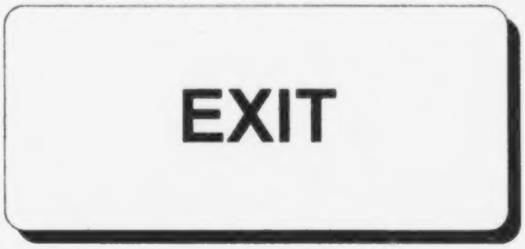
_____5. Earplugs will protect your hearing.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the sign and statements
- Write a T if the statement is true or an F if it is false



__F__ 1. Exit is a synonym for entrance.
⇒ If you need help, turn to page 10

______2. Exit is an antonym for entrance.
⇒ If you need help, turn to page 10

______3. The above sign is usually on a door leading to the inside.

______ 4. The above sign is usually on a door leading to the outside.

______5. Associates should keep exit area clear.

______6. Exit has three syllables.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the sign and statements
- Write a T if the statement is true or an F if it is false

CAUTION
WATCH FOR
TOW MOTORS

__T__ 1. Caution is an antonym for risk.
⇒ If you need help, turn to page 10

______ 2. A tow motor is a large, motorized vehicle.

______ 3. The sign means to be careful walking in the area because moving tow motors are nearby.

______ 4. Tow motors are machine parts.

______ 5. Associates should not walk in the area.

______ 6. The word *caution* has two syllables.

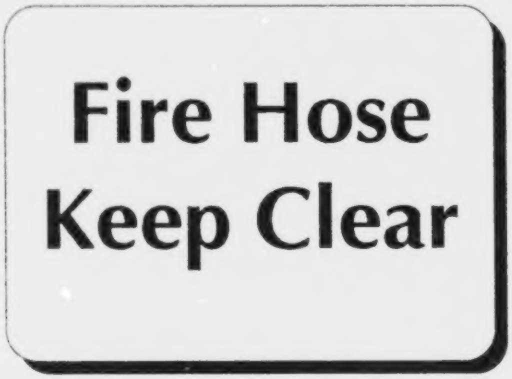
______ 7. Tow motors may be used for associate transportation.
(Catch a ride to the break-room)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the sign
- Answer question 1 -- Write your answer in complete sentences
- Circle the correct answer to item 2



1. What does the sign mean? ______________________________

____

____

2. The above sign tells associates where to find the following:
(Circle the correct answer)

a. A fire extinguisher in case of fire

b. A water hose in case of fire

c. An air hose

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the sign and statements
- Write a T if the statement is true or an F if it is false

EMERGENCY
EYEWASH FOUNTAIN

__T__ 1. The word *emergency* has four syllables.

_____ 2. Emergency means a dangerous situation exists that requires immediate action.

_____ 3. Associates use the fountain for drinking water.

_____ 4. The fountain is used to wash chemicals, fluids, and dirt from eyes.

_____ 5. Associate should use the fountain as soon as something gets into their eyes.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the following safety signs
- Circle the signs you do not understand
- Ask your instructor to read and explain the circled signs

**FIRE HOSE
THIS ALLEY**

NOT AN EXIT

**DANGER
HAZARD OF
ELECTRICAL SHOCK OR
BURN**

**CAUTION
This machine must be
locked out prior to servicing**

**CAUTION WATCH
FOR ROLLING
TRAFFIC**

NO SMOKING

**NO TOW
MOTORS
ALLOWED**

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Match the items in Column A and Column B
- Write the letter of the correct sign from Column B in the blank to the left of Column A

Column A
(Sign meaning)

_____1. Associate cannot get outside through this door.

_____2. There are moving vehicles (tow trucks) near.

_____3. Associate cannot drive a tow motor in this department.

_____4. Associate may see this sign near or on power equipment.

Column B
(Signs)

NO SMOKING A

NO TOW MOTORS ALLOWED B

CAUTION WATCH FOR ROLLING TRAFFIC C

NOT AN EXIT D

DANGER

HAZARD OF ELECTRICAL SHOCK OR BURN E

Lesson 6

Synonyms are words that have similar meanings.
Circle the three words that are synonyms.

hazard **risk** **safety** **prevention** **danger**

Antonyms are words that have opposite meanings.
Circle the words that are antonyms.

allow **safe** **prohibit** **service** **repair**

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

CAUTION

This machine must be locked out prior to servicing

What does the above sign mean? Write your answer in complete sentences.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the sign and statements
- Write a T if the statement is true or an F if it is false

FIRE HOSE
THIS ALLEY

_____1. Associates must look in this area if there is a lockout.

_____2. Associates would exit through the alley if a fire occurs.

_____3. In case of a fire, associates would look in this area to find a water hose.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- Read the following safety signs
- Mark a check (√) inside the signs you do not understand
- Ask your instructor to read and explain the signs that are (√)

NO LOITERING

WARNING
COMPRESSED AIR

BLOWING OFF
CLOTHING OR
PERSON STRICTLY
PROHIBITED

CAUTION

GOGGLES POSITIVELY
MUST BE WORN
WHEN OPERATING
THIS MACHINE

STOP
BLOW
HORN

ALL TOW &
LIFT TRUCKS,
STOP...
BLOW HORN,
THEN PROCEED

CAUTION
BE AWARE OF CHAIN AND
CRADLE MOVEMENT. DO NOT
INSERT HANDS OR ANY
FOREIGN OBJECTS. COULD
POSSIBLY CAUSE SERIOUS
INJURY !!!

FIRE DOOR

DO NOT BLOCK
DOORWAY OR PLACE
ANY ARTICLE IN
CONTACT WITH DOOR

Lesson 6

Directions

- **Place a √ beside each statement that is true**
- **Mark an X for each statement that is false**

NO LOITERING

_____1. Associates must not stand around in an area where a *No Loitering* sign is posted.

_____2. *A No Loitering* sign means do not litter.

_____3. If this sign is present, move away from the area.

WARNING
COMPRESSED AIR

BLOWING OFF
CLOTHING OR
PERSON STRICTLY
PROHIBITED

_____1. Compressed air may be used to blow lint and dust off shoes.

_____2. Compressed air is stored energy.

_____3. Associates may use compressed air to blow off the area around their looms.

Lesson 6

CAUTION
BE AWARE OF CHAIN AND CRADLE MOVEMENT. DO NOT INSERT HANDS OR ANY FOREIGN OBJECTS. COULD POSSIBLY CAUSE SERIOUS INJURY !!!

Sign A

CAUTION

GOGGLES POSITIVELY MUST BE WORN
WHEN OPERATING
THIS MACHINE

Sign B

Directions

⇒ Circle the correct letter "A or B"

1. Sign (A or B) warns associates not to put hands, feet, or other objects inside the machine.

2. Sign (A or B) requires that your eyes be protected while operating the machine.

Directions

⇒ Place a √ beside each statement that is true
⇒ Mark an X on the line for each statement that is false

_____ 1. Sign "B" infers that goggles must be worn to protect an associate from eye injury.
(The word *infer* means to make a guess after thinking about what you already know.)

_____ 2. Sign "B" means an associate *might* need to wear goggles.

_____ 3. Sign "A" means it is dangerous to put hands inside the machine.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module II

Lesson 6

Directions

- **Match the signs in Column A with the statements in Column B**
- **Draw a line from Column A to the correct statement in Column B**
  - ➲ **The first sign in Column A has been matched with #2 in Column B -- continue with exercise**

Column A	Column B
STOP BLOW HORN	1. If you are driving a lift truck and see this sign, you should stop immediately.
FIRE DOOR DO NOT BLOCK DOORWAY OR PLACE ANY ARTICLE IN CONTACT WITH DOOR	2. Associate should blow the horn after stopping the vehicle.
ALL TOW & LIFT TRUCKS, STOP... BLOW HORN, THEN PROCEED	3. If there is a fire, the door is to be used for leaving the building.

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Lesson and Worksheets

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Safety Section Module II

Lesson 7

Vocabulary Section

Topic

Safety

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Lesson 7

Directions

- Arrange the following words in alphabetical order
- Write the words on the numbered lines below

Word Box
Safety Section Vocabulary Words

burn
caution
compress
emergency
exit
lockout
goggles
hazard
fire
prohibit

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

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Lesson 7

Directions

- Match the words in Column A with the word meanings in Column B
- Write the correct letter from Column B in the space provided in Column A
- You may use a dictionary

	Column A	Column B
____	1. burn	(a) Will not allow (disallow)
____	2. caution	(b) To cause damage by fire
____	3. compressed air	(c) Associate wears to protect eyes
____	4. emergency	(d) A procedure that prevents injury while machines are repaired, cleaned, etc.
____	5. exit	(e) Used in cleaning and "blow-down" of equipment
____	6. fire	(f) Exposure to danger, loss, or injury -- synonym for risk
____	7. goggles	(g) Visible sign of combustion -- to burn
____	8. hazard	(h) A dangerous situation requiring immediate action
____	9. lockout	(i) An open space allowing passage
____	10. prohibit	(j) To notify of danger or risk

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Lesson 7

Directions

Write several sentences on *Compressed Air*

⇒ Answer the following questions
    What is compressed air?
    What are the dangers associated with using compressed air?
    How is compressed air used at Fieldcrest Cannon?

⇒ Write complete sentences
    Use correct capitalization
    Use correct punctuation

Compressed air is ____

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Lesson 7

Directions

- The words in the *word box* are in the puzzle
- The words are in straight lines forward, backward, diagonal, up and down
- Locate and circle the words in the puzzle

Safety Vocabulary *Wordfind* Puzzle

Word Box
Safety Section Vocabulary Words

burn	caution	compress	emergency
exit	lockout	goggles	hazard
fire	prohibit		

f	o	r	t	i	b	i	h	o	r	p	r
i	i	o	i	m	o	k	b	l	n	u	u
n	a	r	x	f	i	x	b	o	n	e	s
e	e	m	e	r	g	e	n	c	y	n	s
g	o	g	g	l	e	s	o	k	s	t	e
o	n	g	o	i	n	g	i	o	e	i	r
o	p	p	o	s	i	r	t	u	t	r	p
d	o	o	m	s	o	i	u	t	i	e	m
i	n	t	e	l	l	r	a	b	g	e	o
d	r	a	z	a	h	b	c	a	u	s	c

Lesson 7

Analyzing Word Parts

Compound words are two words joined. Many compound words are easy to understand. That's because their parts are usually short, familiar words that give clues to meaning. For example, *sunlight* means "light that comes from the sun."

1. Circle the compound word.

   hazard   prohibit   protection   lockout   compressed air

2. Write each word part. ____________________ ____________________

3. Write a brief definition for the compound word circled in number 1.

____

____

____

____

____

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Lesson 7

Word Box
Safety Section Vocabulary Words

protection **stop** **watch** **danger** **risk** **safety** **warning**

A syllable is a word unit that is pronounced as a separate sound. Generally, there is only one vowel sound in each syllable. If you aren't sure how to pronounce a word or divide it into syllables, use a dictionary.

Directions

- Say each word to yourself (or ask your instructor to pronounce the word)
- Then pronounce the word a syllable at a time
- As you pronounce the word, write the syllables on the blank line to the right
- Put a slash mark (/) between syllables
- Write the whole word on the next line

1. protection *pro / tec / tion* protection
2. stop
3. watch
4. danger
5. risk
6. safety
7. warning

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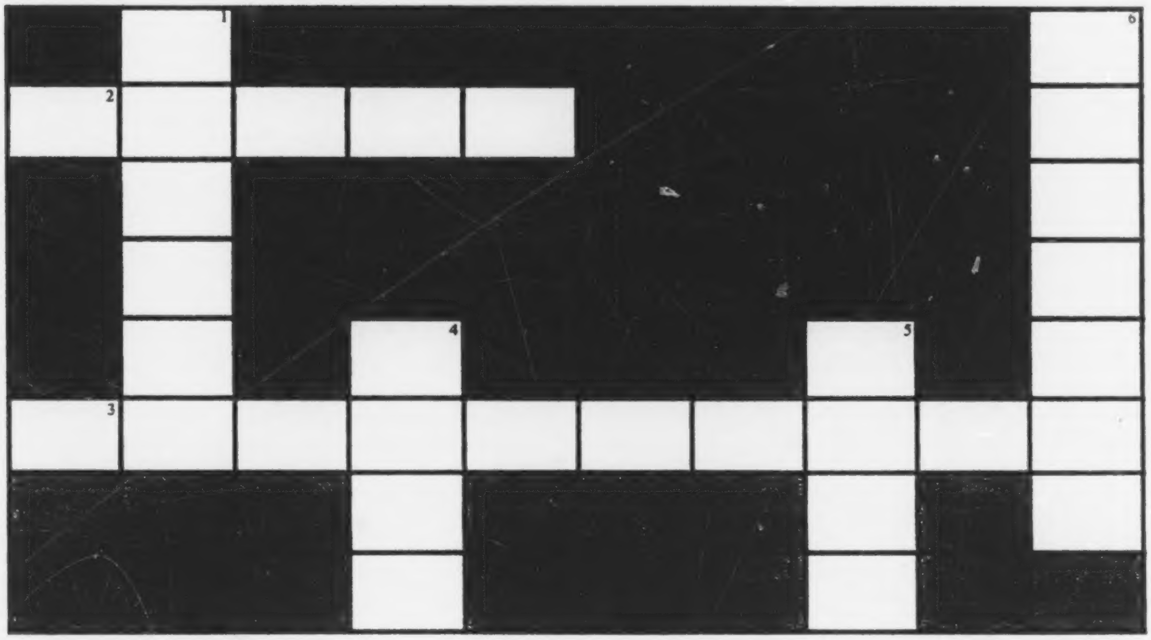
Safety Section Module II

Lesson 7

Safety Vocabulary Puzzle



Down

1. Exposure to possible harm, loss, or injury -- a synonym for risk
4. An antonym for *go*
5. A synonym for *danger*
6. To notify of danger or risk

Across

2. The act of carefully observing
3. A state of being safeguarded -- to protect one from injury

Puzzle Word List

danger risk run warning watch machine careful stop protection

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Safety Section Module II

Lesson 7

A suffix is a word part that is attached to the end of a word.
Suffixes change the meanings of base words.

*-ty changes the word to a noun**
*-ion changes the word to a noun**
*-ing changes the word to a verb***

Directions

- Underline the suffix in each word
- Write the base word on the line provided ⇒ see page 25 for definition of base word
- Write the suffix
- You may use a dictionary

Words	**Base Word**	**Suffix**
1. protection	__________	________
2. warning	__________	________
3. safety	__________	________

---

*Noun Review – See Contemporary's Edge on English, Grammar Write Away, Book 2, B. Rubin
**Verb Review – See Contemporary's Edge on English, Grammar Write Away, Book 2, B. Rubin

Lesson 7

BASE WORDS

➲ **Words like *safe* and *read* are called base words.**

➲ **Base words can stand alone as whole words.**

➲ **A base word gives the basic idea of all the words that are made from it.**

Directions

- Underline the suffix in each word
- Write the base word on the line provided
- Write the suffix
- You may use a dictionary

Words	**Base Word**	**Suffix**
1. safely	________	________
2. mechanical	________	________
3. prohibited	________	________
4. goggles	________	________
5. reading	________	________

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Safety Section Module II

Lesson 7

Directions

- Write a brief definition for protection
- Write a brief definition for its base word
- You may use a dictionary

(1) Protection means

↓

Base Word Definition

(2)

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Safety Section Module II

Lesson 7

Word Box
Safety Section Vocabulary Words

injury **prohibited** **OSHA** **disease** **exposure**

Directions

- Match *Column A* with *Column B* to form a complete sentence
- Write the correct letter on the line provided

Column A	Column B
_____ 1. Blowing off clothing with compressed air	a. can cause a **disease**.
_____ 2. Putting hands into machines	b. cotton dust **exposure**.
_____ 3. **OSHA** provides a standard for	c. can cause **injury,** for example, the loss of fingers.
_____ 4. Excessive cotton dust exposure	d. is **prohibited**.

Lesson 7

Acronyms

An acronym is a special kind of abbreviation. It is formed by the first letter or letters of each word in a name or phrase. WES, for example, is an acronym for Workforce Education Services, and sonar is an acronym for sound navigation ranging. Some acronyms are pronounced as if they were independent words. The acronym for North Atlantic Treaty Organization, for example, is pronounced as the word "NATO"; we don't say N-A-T-O.

1. What is OSHA an acronym for?
(Circle the correct letter)

   (a) Official State Health Act

   (b) Occupational Safety and Hospital Association

   (c) Occupational Safety and Health Administration

   (d) Official Safety and Health Act

2. How is OSHA pronounced?
(Circle the correct letter)

   (a) OSHA is pronounced as an independent word

   (b) OSHA is pronounced as O-S-H-A (by letters)

   (c) Neither (a) nor (b)

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Lesson 7

1. Write the root word.

(a) protection ____________________

(b) safety ____________________

(c) warning ____________________

(d) prohibited ____________________

2. Circle the two words that are antonyms.

stop   *prohibited*   *waste*   *go*   *exposure*   *watch*

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Lesson 7

Directions

- Match the vocabulary words in Column A with the related words in Column B
- Write the letter from Column B on the line provided

Column A	Column B
______ 1. disease	(a) harm
______ 2. prohibited	(b) observe
______ 3. injury	(c) OSHA
______ 4. watch	(d) disallowed
	(e) byssinosis

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Safety Section Module II

Lesson 8

Directions

- Read the following safety rule text
- Circle words that you do not know, or understand
- Ask your instructor to say the words aloud
- Write the circled words and definitions in your vocabulary notebook

Safety Rule Topics

Basic safety rules provide protection for Fieldcrest Cannon associates. The following pages give safety information on the topics below:

- **Associate behavior**
- **Proper tools and equipment**
- **Protective equipment (goggles, earplugs, etc.)**
- **Appropriate clothing**
- **Housekeeping**
- **Lifting objects**
- **Fire**
- **Hazard reporting**
- **Accident reporting**
- **Lockout procedure**
- **Compressed Air**
- **Motorized Vehicles**
- **Short Cuts**

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Safety Section Module II

Lesson 8

SAFETY RULE #1

NO RUNNING AND HORSEPLAY INSIDE THE MILL FENCE

Directions

- Write several sentences telling why Safety Rule #1 is important
- Write your answer in complete sentences

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Safety Section Module II

Lesson 8

SAFETY RULE #1

NO RUNNING AND HORSEPLAY INSIDE THE MILL FENCE

1. Where are associates allowed to run at the mill? ________________________________

2. What does *horseplay* mean? ________________________________

3. It is okay to walk fast inside the mill fence -- even if associate is not careful.
(Mark a ✓ beside the correct response)

True ________ False ________

4. If associate is careful, it is okay to run slowly inside the mill fence.
(Mark a ✓ beside the correct response)

True ________ False ________

Lesson 8

SAFETY RULE #2
USE PROPER EQUIPMENT

Directions

- Activity - Make inferences

Inferring means to add up the facts that are stated to come up with a fact that is not stated, but which seems to follow from the given information.

- Circle the letter of the best answer

What does the following statement infer?

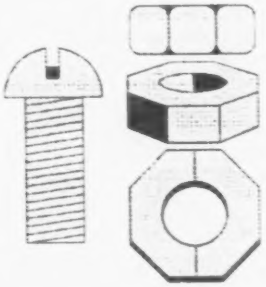
Always use the proper tools.

(a) Never use another associate's tools to tighten a nut or bolt

(b) Proper tools must be labeled and color coded

(c) Use the appropriate size wrench to tighten a nut on a motor pulley

(d) Only use digital coded tools for removing nuts and bolts from machinery



Lesson 8

Safety Rule #2
Use proper equipment

Directions

- Activity - Getting meaning from context
- Read the following text ➲ *What is context?*

What is context?

Which word would complete the sentence below -- *two* or *too*?

The associate will attend ________ ATP courses.

To choose the right word, context must be understood. Context is the setting in which a word is used. For example, the context is the number of courses in the above sentence. The missing word would have to express a missing number, so the word *two* would make sense in the sentence.

Exercise #1

Directions
Write the missing word on the line provided.
Remember -- context is the setting in which a word is used.

1. Always use ________ tools when working on machinery.

Word Box

craftsman (craftsman = brand name) proper new

Lesson 8

SAFETY RULE #3
WEAR PROTECTIVE EQUIPMENT WHEN REQUIRED – EARPLUGS

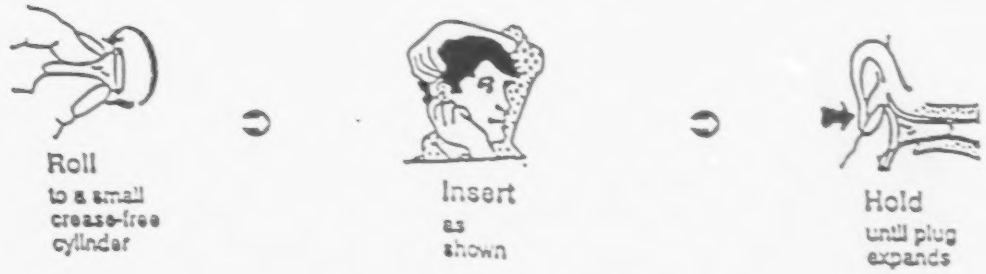
Directions

- Read the following text
- Circle words that you do not know
- Ask your instructor to say the words that are circled
- Write the circled words and definitions in your vocabulary notebook

Can Noise Hurt?

Noise can cause permanent hearing loss. Therefore, associates cannot get "used" to noise. Their body's defense against loud noise is deafness. Associates can protect their hearing by following safety rules. These rules are listed below:

☑ Wear hearing protection when required (earplugs)
☑ Follow directions when inserting earplugs
☑ Always use clean hands to insert earplugs
☑ Do not remove earplugs in high noise areas



Lesson 8

SAFETY RULE #3
WEAR PROTECTIVE EQUIPMENT WHEN REQUIRED -- EARPLUGS

Directions

- Decide if the following are complete sentences
- Circle ***YES*** or ***NO***
- If you circle *NO*, re-write the thought in a complete sentence

YES NO 1. Noise can cause permanent hearing loss.

____

____

YES NO 2. Cannot get *used* to noise.

____

____

YES NO 3. Earplugs can protect hearing in high noise areas.

____

____

YES NO 4. Defense against loud noise.

____

____

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Safety Section Module II

Lesson 8

SAFETY RULE #3

Wear protective equipment when required -- earplugs, goggles

Cause-and-Effect Relationships

An effect is what happened.
A cause is why it happened.

Example

Flipping the switch off will make the machine stop.

The ***cause*** is flipping the switch off.
The ***effect*** is the machine stops.

Directions
Draw a line from each cause to its effect.

CAUSE	EFFECT
1. not wearing earplugs in high noise area	eye injury
2. using compressed air without goggles	deafness
3. long exposure to loud noise can eventually cause	damaged ears

Lesson 8

SAFETY RULE #4

DRESS SAFELY FOR WORK

Directions

- Read the safety rules
- Circle words that you do not know
- Ask your instructor to say the words aloud
- Write the circled words and definitions in your vocabulary notebook

Safety Rules and Work Clothes

Always wear appropriate clothes to work
Proper clothes can reduce the risk of an accident.

◆

Do not wear loose clothing

◆

Do not carry tools in shirt pockets

◆

Long hair *must* be safeguarded

◆

Safety glasses *must* be worn for grinding work

◆

Never wear a tie to work

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Safety Section Module II

Lesson 8

SAFETY RULE #4

DRESS SAFELY FOR WORK

Inferences

To infer, you must *read between the lines* to figure out what is being said.

Example

Message ➲ Long hair must be safeguarded

Inference #1 ➲ Long hair must be protected under a cap to avoid injury

Inference #2 ➲ Long hair might get caught in machinery

Directions

- Read the message
- Write what you *infer* from the message

1. Message ➲ Do not wear loose clothing

Inference ➲ ______________________________

____

____

2. Message ➲ Do not carry tools in shirt pockets

Inference ➲ ______________________________

____

____

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Lesson 8

SAFETY RULE #5

HOUSEKEEPING AND SAFETY

Directions

- Decide if the following statements give correct information about housekeeping and safety
- Check true (T) or false (F)

1. You should pick up lint, paper, and trash on the floor in your work area. ☐ T ☐ F

2. If spills are not in your work area, you may ignore them. ☐ T ☐ F

3. Close file drawers when you are finished with them. ☐ T ☐ F

4. Cartons, furniture, and equipment may be stacked in aisles. ☐ T ☐ F

5. Report torn or ripped floor coverings. ☐ T ☐ F

   ⇓

   To whom do you report this information? ____________________

6. Report all electrical equipment that has bad wiring. ☐ T ☐ F

   ⇓

   To whom do you report this information? ____________________

Lesson 8

SAFETY RULE #5

HOUSEKEEPING AND SAFETY

Directions

- Listed below are two situations that might occur in your plant
- In each case you must make a decision ➲ *What would you do?*
- Write your decision on the lines provided

1. You notice that electrical equipment in another work area has bad wiring.

____

____

____

2. Your work area is clean and you are ready to leave for the day. On your way out of the plant you notice a liquid spill.

It has been a long day and you are really tired ☹

It's decision time 😐

The right decision could prevent a co-associate from being injured ☺

____

____

____

Lesson 8

SAFETY RULE #6

LIFT OBJECTS PROPERLY

Cause-and-Effect

⇒ In a cause-and-effect relationship, one event makes another one happen.
⇒ The cause is what makes the effect happen.

Cause-and-Effect Signal Words

because therefore since for so

⇒ Signal words will help you find cause-and-effect relationships.
⇒ The words tell you that one event has caused another one to happen.

Example

Because preventive maintenance is supported, fewer machines break down.

Signal Word ➲ Because

Cause ➲ Preventive maintenance

Effect ➲ Fewer machines break down

Lesson 8

Cause-and-Effect
Reference Safety Rule #6

Directions
- Read the following statement
- Write the signal word, cause, and effect in the space provided

Statement

The associate injured his back because he did not lift the box properly.

Signal Word ➲ ____________________

Cause ➲ ____________________

Effect ➲ ____________________

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Lesson 8

SAFETY RULE #7

BASIC FIRE SAFETY

Know where the following are located:

Fire Extinguishers

Fire Exits

Lesson 8

Antonyms

Antonyms are words that mean the opposite.

Example ⇨ right, wrong

Directions
Write antonyms for the following words:

1. close ____________________

2. exit ____________________

3. start ____________________

4. question ____________________

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Lesson 8

Directions

- Unscramble the following words
- The words can be found on page 45

1. eirf ______________________

2. xeist ______________________

3. sreetinxshuig ______________________

4. ysefta ______________________

5. detaocl ______________________

BONUS

1. You are in your work area. Where is the nearest fire extinguisher?

____

____

2. Where is the nearest fire exit?

____

____

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Safety Section Module II

Lesson 8

SAFETY RULE #8

HAZARD REPORTS

Associate Responsibility
Look for safety hazards

⇩

Example
You notice that electrical equipment has bad wiring

⇩

Associate Action
Report hazard to your supervisor immediately

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Lesson 8

Minimum Requirements

Every sentence must meet the following minimum requirements:

- It must have a subject
- It must have a verb
- It must contain a complete idea

*The **verb** shows the action of the sentence.*
*The **subject** is the person or thing that performs the action.*

Direction #1
Circle the subject in each sentence below.

1. Associates look for hazards.
2. Hazards are reported to supervisors.

Direction #2
Circle the verb in each sentence below.

1. Associate reports bad wiring to his supervisor.
2. The supervisor writes a report.

BONUS

What would you do if a safety device on your machine quits working?

Write your answer in a complete sentence. Remember the minimum requirements!

Lesson 8

SAFETY RULE #9

ACCIDENT REPORTS

Report all on-the-job accidents

Report accidents to your supervisor

Report accidents immediately

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Safety Section Module II

Lesson 8

Directions

- Describe the last accident in your work area

- Write several sentences that describe the event
  (Include the minimum requirements / page 49)

- Include the following:
  1. What happened
  2. How and why the accident occurred
  3. To whom the accident was reported
  4. When the accident was reported

Lesson 8

SAFETY RULE #10

LOCKOUT PROCEDURE

Directions
- Read the following text
- Discuss the lockout procedure in your work area

Lockout
Required Safety Procedure

Question
When is a lockout procedure required?

Answer
A lockout procedure is enforced when machines are being:

- Repaired
- Overhauled
- Lubricated
- Adjusted
- Cleaned or un-jammed

➲Lockout is not complete until guards and covers are replaced.

➲Guards and covers must be in place when machines are running.

Lesson 8

SAFETY RULE #10

LOCKOUT PROCEDURE

Context
Inferring Meaning

Sometimes you can infer, or figure out, the meaning of a new word by reading and thinking about the whole sentence the word is in.

Directions
- Read the sentences below
- Use each sentence to infer the meaning of each word in dark type
- Complete the sentence to infer meaning
- You may use a dictionary

1. A lockout procedure will **prevent** associate injury.

   Prevent means ______________________________.

2. Machinery cannot be **inadvertently** started.

   Inadvertently means ______________________________.

3. The plant manager is responsible for **implementing** the lockout procedure.

   Implementing means ______________________________.

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Lesson 8

1. The lockout procedure will prevent which of the following:
   (Circle the letter(s) of the best answer)

   a. Associate injury

   b. Associate injury and tardiness

   c. Inadvertent start-up of machinery

   d. Both a and c

2. When is the lockout procedure followed?
   (Write your answer in complete sentences)

   ____

   ____

   ____

   ____

   ____

   ____

Lesson 8

BASIC SAFETY RULES

Compressed Air

Compressed air is used only for cleaning machinery and overhead.

Goggles and respirators must be worn while using compressed air.

Motorized Vehicles

Driver must have a company license.

Short Cuts

Don't take short cuts.

Short cuts may save time, but many times will lead to accidents.

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Safety Section Module II

Lesson 8

Directions

- The following words and word phrase can be found on page 55
- Use these words and phrase to complete the sentences

compressed air **respirators** **license** **accidents**

---

1. Short cuts may lead to ______________________.

2. ______________________ is used for cleaning machinery.

3. Goggles and ______________________ must be worn when using compressed air.

4. An associate must have a company ______________________ to drive motorized vehicles.

---

y

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Advanced Technical Preparation (ATP)
Basic Competency Skills

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 6

The following competencies were included:

Read and interpret safety signs
- Read and interpret general vocational/safety vocabulary
- Recognize common words and meanings
- Demonstrate reading subskill (syllabication)
- Interpret safety signs found in places of training and employment
- Make inferences from signs (example – p.3, #4)

Read and interpret basic safety procedures at the job/training site
- Use common knowledge for safety
- Identify safe work procedures including wearing safe work attire
- Read and interpret safe use of equipment

Read and interpret written vocational materials
- Read and interpret written instructions
- Read and interpret written sequential directions
- Apply common sense to carry out instructions furnished in written form

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Utilize appropriate mechanics of standard English
    - (a) Synonyms
    - (b) Antonyms
- Use correct sentence structure

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Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 7

The following competencies were included:

Read and interpret safety signs
- Read and interpret general vocational/safety vocabulary
- Demonstrate alphabetizing skills
- Understand acronyms and meanings
- Demonstrate reading subskill -- syllabication
- Recognize common words and meanings

Read and interpret basic safety procedures at the job/training site
- Use common knowledge for safety
- Identify and understand safe work procedures (e.g., page 19, Compressed Air)

Read and interpret written vocational materials
- Read and interpret written instructions
- Read and interpret written sequential directions
- Apply common sense to carry out instructions furnished in written form

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Utilize appropriate language mechanics
  (a) Capitalization
  (b) Punctuation
  (c) Compound words
  (d) Synonyms
- Identify affixes
  (a) Suffixes
- Use correct sentence structure

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Advanced Technical Preparation (ATP)

Basic Competency Skills

Lesson 8

The following competencies were included:

Read and interpret safety rules
- Read and interpret general vocational/safety vocabulary
- Recognize common words and meanings

Read and interpret basic safety procedures and rules at the job/training site
- Use common knowledge for safety
- Identify and understand safe work procedures
- Make inferences
- Use context clues
- Comprehend written materials
- Identify cause and effect relationships
- Demonstrate problem-solving ability (decision making)

Read and interpret written vocational materials
- Read and interpret written instructions
- Read and interpret written sequential directions
- Apply common sense to carry out instructions furnished in written form

Use legible writing and appropriate grammar
- Print or write legibly
- Utilize appropriate language mechanics
  - (a) Capitalization
  - (b) Punctuation
  - (d) Antonyms
- Use correct sentence structure

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 6
(Use the *Suggested Instruction Guide* as a supplement to Lesson 6 worksheets)

Introduction of Concepts
Build on the participants' experience.

- Instruct associates to copy the signs on pages 2,8, and 13 -- duplicate on large pieces of paper
- Read each sign aloud
- Ask participants to discuss the signs
  1. What do the signs mean?
  2. Where are the signs located in the plant?
  3. What safety gear must associates wear; e.g., earplugs and goggles?
  4. When must safety gear be worn?

Direct Instruction
1. Ask participants to write a paragraph on *why Fieldcrest Cannon associates should obey safety signs* -- include the consequences of not adhering to safety signs. Review how to write a paragraph; for example, state the topic of the paragraph in one sentence. This is called the topic sentence. The topic sentence may be written at the beginning, middle, or end of the paragraph. The other sentences of the paragraph are called supporting details.

References
Contemporary's The Write Stuff
Life Skills Writing, pp. 41-45
Contemporary's Edge on English
Grammar Write Away, Book 2, p. 31

2. Instruct participants to circle sign words that they do not know -- see pages 2,8, and 13 (associate book). Use a dictionary to find word meanings and pronunciations. Associates will write the words and word meanings in their vocabulary notebooks.

Reference
Contemporary's Getting the Most from Dictionaries
Vocabulary Exercises, Book Six

Practice Exercises
Exercise #1 (Individual)

- Choose a sign
- Write several sentences about the sign
- Read the sign and sentences aloud

See Exercise #5, Lesson 1, Suggested Instruction Guide (Sentence Structure) -- if necessary

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 7
(Use the *Suggested Instruction Guide* as a supplement to Lesson 7 worksheets)

Introduction of Concepts

Build on associates' experience.

- Ask associates to write a list of safety words they use (group activity)
- A dictionary may be used
- Re-write the words on construction paper and display in room
- Ask associates to explain each word meaning
  (Why is the word important? / Where does associate see the word? / Is it a technical or common word?)

Reference

List of safety vocabulary words (attached)
Developed by a Workplace Literacy Project -- Enterprise State Junior College (Alabama)

Direct Instruction

Instruct associates to write the words and definitions in their vocabulary notebooks. Definitions should be in safety context. **(Please provide the list of words and definitions to curriculum writer – thank you.)**

Practice Exercises

Exercise #1 (Group)

- Divide into groups of two
- Select one of the following statements (situations)
- Write several sentences about how associates should deal with the situation
- Each group will read aloud their sentences

⇒ What should Fieldcrest Cannon associates do in the following situations:

1. Associate notices lint, paper, and trash on the floor in their work area.
2. A small nail is sticking up from of the shop floor.
3. A safety device on associate's machine quits working.
4. The machine requires associate to wear safety glasses. Associate forgot his glasses and does not want to go get them. What are the consequences?
5. Associate gets a new tool that he/she has never used before.
6. Associate's friend carries sharp tools in his/her jean pockets.

References

Contemporary's Writing Skills Workbook Series, Book 1, Grammar & Usage, N. Kellman
Contemporary's Edge on English, Grammar Write Away, B. Rubin, Book 2, p. 12-31

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 7 --Cont.
(Use the *Suggested Instruction Guide* as a supplement to Lesson 7 worksheets)

Exercise #2 (Individual)

- Select one of the following statements
- Write several sentences about how associate should deal with the situation
- Each associate is encouraged to read aloud their sentences
- Instructor will promote constructive discussion

⇒ What should you do in the following situations:

1. A fire occurs in your area.

2. An associate finishes early and comes over to your machine to talk.

3. A co-associate suddenly falls on the plant floor.

4. The Safety Committee tells you the sound levels in your area are high.

References

Contemporary's Writing Skills Workbook Series, Book 1, Grammar & Usage, N. Kellman
Contemporary's Edge on English, Grammar Write Away, B. Rubin, Book 2, p. 12-31

ENTERPRISE STATE JR. COLLEGE (AL)

ATTACHMENT B

VOCABULARY LIST - OBJECTIVE C.1

EMT - Emergency medical technician; person trained to give emergency care, especially for heart attacks. The EMT in the ambulance elevated the man's head.

Flammable - Burnable; can catch fire. Some paints are flammable. You should never smoke while using them.

Ventilation - A way to let fresh air in and old air out. This paint should be used only where there is good ventilation. Open a window or turn on a fan.

Warning - Information on a label that tells you what may happen if you do not use a product correctly. The warning said to keep the paint away from heat.

CPR (cardiopulmonary resuscitation) - First aid that is given to a person with no heartbeat or who has stopped breathing. The man had stopped breathing. The ambulance workers gave him CPR right away and he recovered.

Extinguish - To put out, usually a fire. He could not extinguish the fire by himself. He had to call the fire department.

Fire extinguisher - A small container that has a special substance inside to put out fires. It is a good idea to have a fire extinguisher in the kitchen.

✓ Hazard - A danger; a risk. When you use a saw, you may get some dust in your eyes. The sawdust is a small hazard.

Inhaled - Breathed in. It is not good to breathe that smoke. It should not be inhaled.

Smoke detector - A device used to sense smoke from a fire, with an alarm that sounds as a warning. The smoke detector woke up the family so they were able to get out of the burning house.

Sterilize - To make something completely clean and free of germs. He sterilized the needle before he used it. The needle had no germs on it.

Chemical - A substance with specific qualities that is combined with other substances. Chemicals are used in chemical processes that create or change a product.

Combustible - Easily burned. Paper is a combustible material.

Evacuate - To get out of. Manufacturing companies often have evacuation plans on the walls so workers know how to get out of a building quickly.

Precaution - A way of being careful before something dangerous happens. Manufacturing workers take many precautions to keep a work area safe.

Protective gear - Clothing and equipment that protects a worker from hazards. Goggles and hard hats are types of protective gear used in manufacturing.

Toxic - Poisonous, dangerous. When you work around toxic materials wear protective clothes.

Toxin - Poison. A toxin is a poisonous type of pollution.

Exhaust - To let out or to force out. The company exhausts toxic fumes through a special fan system.

OSHA (Occupational Safety and Health Administration). Government agency that sets safety standards for both employees and employers.

Violation - Breaking of a rule or law. OSHA fined the company for its many safety violations.

FEMA - Federal Emergency Management Agency - A government Agency that seeks to prevent and respond to disasters.

Mitigation - Any action taken to prevent or reduce the likelihood of injury or loss of life.

Prevalent - Widespread.

Strategically located - In an easy-to-get-to place.

Optimum - The highest level; maximum.

Debris - Trash.

Obstruction - Something in the way preventing passage.

Fire suppression - Keeping fires down, under control.

Ignite - To catch on fire.

Redundant - Repetitive.

ad hoc - Temporary.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 8

(Use the *Suggested Instruction Guide* as a supplement to Lesson 8 worksheets)

Introduction of Concepts

Build on associates' experience.

- Ask associates to write a list of safety rules in their work area (group activity)
- Instruct them to re-write the rules on plain white paper -- or poster board
- Discuss each rule and its importance
- Ask associates to select ten of the most important rules
    a. Prioritize the rules
        1= is the most important
        2= second most important, etc.
    b. Display rules in order of importance
    c. Invite the company safety director to class

Direct Instruction

Instruct associates to write an essay on the most important safety rule in their work area. Safety rule may vary among associates. (For less advanced associates -- a paragraph)

References

Essay

Contemporary's *Writing and Reading the Essay* (A Process Approach), pp. 15-30
Project Editor - Pat Fiene

Paragraph

Contemporary's *Grammar Write Away*, p. 31
Book 2, Rubin, Betsy

Note

1. The beginning of an essay is the central idea.
2. The midddle of an essay (usually one, two, or three paragraphs) is the presentation of the writer's ideas in a clear and logical form.
3. The ending (often a short paragraph) is the summary.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 8 --Cont.
(Use the *Suggested Instruction Guide* as a supplement to Lesson 8 worksheets)

Practice Exercises
Exercise #1 (Group)

- Divide into groups of two
- Select one of the following statements
- Write several sentences about the situation
- Each group will read aloud their sentences

⇒What should Fieldcrest Cannon associates do in the following situations:

1. You are working in a high noise area, but forgot your earplugs.
2. A co-associate is using compressed air without goggles.
3. The machine you are working on requires only minor repairs. (Answer - Lockout)
4. You notice a spill in another work area; however, your area is clean.
5. Electrical equipment in another area has bad wiring.

Reference

Contemporary's Writing Skills Workbook Series, Book 1, Grammar & Usage, N. Kellman
Contemporary's Edge on English, Grammar Write Away, B. Rubin, Book 2, p. 12-31

Lesson 8 --Cont.
(Use the *Suggested Instruction Guide* as a supplement to Lesson 8 worksheets)

Exercise #2 (Group)

- Take a break for fun! ☺
- Read the instructions slowly -- as written below (include *for example* notes)
- Ask associates to write the answer to the puzzle

1. Select a number between 1 and 10
   (Write the number on a sheet of paper -- but do not share it with your neighbor)
2. Multiply the number by 2
3. Add 8
4. Divide by 2
5. Subtract the original number
6. Assign a letter to the number
   (For example, 1=A, 2=B, 3=C, etc.)
7. Think of a country that begins with that letter
   Write the country and circle it
   (For example, G=Germany, S=Sweden, D=Denmark, etc.)
8. Now, select the next letter in the alphabet and assign an animal -- it must be a mammal
   Write the name of the animal and circle it
   (For example if the first letter was an A, the next letter is B – the animal might be a bear.)
9. Write the color of this animal and circle it

Directions

- Ask associates to look at the words circled
- Say ***"There are no gray elephants in Denmark."***
  (1) Gray elephants are not indigenous to Denmark.
  (2) Gray elephants do not live in Denmark.
- Look up the word indigenous
- Write the word and definition in vocabulary notebook
- Write sentences (1) and (2)
- Find Denmark on the globe / map

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module II

Lesson 6 (Page 4)

Readability Statistics	
Gunning's Fog Index	8.3
Flesch-Kincaid Score	6.1
Flesch Reading Ease Score	64.8
Flesch Reading Ease Grade Level	8.5

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module II

Lesson 7

Readability Statistics	Page 18	Page 29
Gunning's Fog Index	12.2	4.2
Flesch-Kincaid Score	8.0	2.8
Flesch Reading Ease Score	54.7	87.2
Flesch Reading Ease Grade Level	11.6	6.3

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module II

Lesson 8

Readability Statistics	Page 33	Page 35
Gunning's Fog Index	6.6	5.9
Flesch-Kincaid Score	5.4	4.7
Flesch Reading Ease Score	72.9	78.5
Flesch Reading Ease Grade Level	7.7	7.2

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson Answer Key

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 6

Pages 1-2 No grade

Page 3 Total points (4)
1. Answered for associate 2. F 3. F 4. T 5. T

Page 4 Total points (5)
1. Answered for associate 2. T 3. F 4. T 5. T 6. F

Page 5 Total points (6)
1. Answered for associate 2. T 3. T 4. F 5. F 6. T 7. F

Page 6 Total points (2)
1. Example -- The sign tells the associate where he/she can find a water hose in case of fire.
2. Circle letter (b)

Page 7 Total points (4)
1. Answered for associate 2. T 3. F 4. T 5. T

Page 8 No grade

Page 9 Total points (4)
1. D 2. C 3. B 4. E

Page 10 Total points (2)
1. Circle ***hazard, risk, danger*** 2. Circle ***allow, prohibit***

Page 11 Total points (1)
1. Answer should include the following:
Before working on the machine, the associate must turn off machine and put a lock on it.

Page 12 Total points (3)
1. F 2. F 3. T

Page 13 No grade

Page 14 Total points (6)
1. √ 2. X 3. √ / 1. X 2. √ 3. √

Page 15 Total points (5)
1. Circle (A) 2. Circle (B) / 1. √ 2. X 3. √

Page 16 Total points (3)
The **first** sign in Column A is matched with statement #2 in Column B
The **second** sign in Column A is matched with statement # 3 in Column B
The **third** sign in Column A is matched with statement #1 in Column B

Maximum Points = 45

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 7

Pages 17 Total points (10)

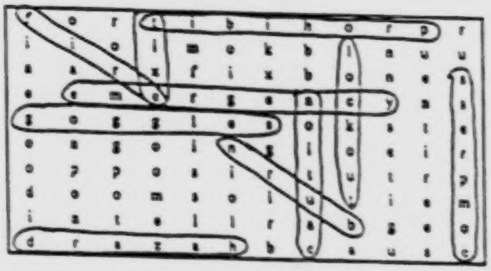
1. burn
2. caution
3. compress
4. emergency
5. exit
6. fire
7. goggles
8. hazard
9. lockout
10. prohibit

Page 18 Total points (10)

1. b (if answer = g, count as correct)
2. j
3. e
4. h
5. i
6. g
7. c
8. f
9. d
10. a

Page 19 Total points (5)
Answers will vary. Answer should include definition of compressed air.

Page 20 Total points (10)



Page 21 Total points (3)
1.Circle lockout 2.lock out 3. Answers will vary / example "Lockout is a procedure that prevents injury while machines are repaired, cleaned, etc."

Page 22 Total points (7)
1.pro/tec/tion protection 2. stop stop 3. watch watch 4. dan/ger danger
5. risk risk 6. safe/ty safety 7. warn/ing warning

Page 23 Total points (6)
Down 1. danger 4. stop 5. risk 6. warning *Across* 2. watch 3. protection

Page 24 Total points (6)
1. protection protect ion 2. warning warn ing 3. safety safe ty

Page 25 Total points (15)
1. safely safe ly 2. mechanical mechanic al 3. prohibited prohibit ed
4. goggles goggle s 5. reading read ing

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 7 (continued)

Page 26 Total points (2)
1. Answers will vary. Example--"Protection is a state of being safeguarded from danger or hardship." (noun)
2. Answers will vary. Example--"Protect means to keep safe from danger, risk, or harm." (verb)

Page 27 Total points (4)
1. d or c 2. c 3. b 4. a

Page 28 Total points (2)
1. Circle letter c
2. Circle letter a

Page 29 Total points (2)
1. (a) protect (b) safe (c) warn (d) prohibit
2. Circle stop and go

Page 30 Total points (4)
1. c 2. d 3. a 4. b

Maximum Points = 86

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 8

Pages 31 Total points (0) / No Answer

Page 32 Total points (5)
Answers will vary / point distribution -- instructor discretion

Page 33 Total points (4)
1. No running! 2. Playfulness, fooling around 3. False 4. False

Page 34 Total points (1)
Circle (c)

Page 35 Total points (1)
Answers may vary / ask associates to qualify their answer

Page 36 Total points (0) / No Answer

Page 37 Total points (4)
1. Yes 2. No (Sample answer - Associates cannot get used to noise.)
3. Yes 4. No (Sample answer - Deafness is a defense against loud noise.)

Page 38 Total points (3)
1. Draw a line to *damaged ears* 2. Draw a line to *eye injury* 3. Draw a line to *deafness*

Page 39 Total points (0) / No Answer

Page 40 Total points (2)
1. Sample answers - (a) A shirt with big, loose sleeves could result in an accident. (b) The sleeves could get caught in the machine.
2. Sample answers - (a) Small objects and tools carried in shirt pockets could fall into machine. (b) Machine damage or associate injury may occur if small objects or tools fall into the machine.

Page 41 Total points (6)
1. T 2. F 3. T 4. F
5. T (Report to supervisor / answers may vary) 6. T (Report to supervisor / answers may vary)

Page 42 Total points (2)
1. Report the hazard immediately to your supervisor. 2. Clean the spill!

Page 43 Total points (0) / No Answer

Page 44 Total points (3)
Signal Word / because Cause / he did not lift the box properly Effect / associate injured his back

Page 45 Total points (0) / No Answer

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Answer Key

Lesson 8

Page 46 Total points (4)
1. open 2. entrance 3. stop 4. answer

Page 47 Total points (5 + 2 bonus points)
1. fire 2. exits 3. extinguishers 4. safety 5. located
Bonus -- Answers will vary

Page 48 Total points (0) / No Answer

Page 49 Total points (4 + 1 bonus point)
#1 1. Circle *Associates* 2. Circle *Hazards*
#2 1. Circle *reports* 2. Circle *writes*
Bonus -- Answers will vary (Sample answer - I will notify my supervisor immediately.)

Page 50 Total points (0) / No Answer

Page 51 Total points (5)
Answers will vary

Page 52 Total points (0) / No Answer

Page 53 Total points (3)
1. Sample - Prevent means to stop associate injury.
2. Sample - Inadvertently means to start the machine by accident.
3. Sample - Implementing means to put into action.
Example - The plant manager established the lockout procedure.

Page 54 Total points (2)
1. Circle *d* 2. Answers will vary (Sample - ...when machines are being repaired, overhauled, cleaned, etc.)

Page 55 Total points (0) / No Answer

Page 56 Total points (4)
1. accidents 2. Compressed air 3. respirators 4. license

Maximum Points = 61

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Supplementary Materials

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 6
Safety Section - Module II
Supplementary Materials

Competency	TEXTdisc Reading Level - 5	CASAS Correlation	Other Correlation
Interpret safe work procedures including wearing safe work attire		Contemporary Books Working in English Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary		Contemporary Books 4.1.6 Reading Skills That Work Book 1 & 2, Level 4-6 & 6-8, respectively	
Reading and Vocabulary Subskill			
Syllables			Writing Skills Workbook Book 2, p. 7 Level 2.6-4.9 *
Synonyms and Antonyms			Understanding Language Level 2.6-4.9 *
Critical Reading Inferences			Reading and Critical Thinking Barnes, Martha J. pp. 13-18, Level 6-8 *
Writing			
Sentence Structure			[1]Using Correct Sentence Structure and Building Punctuation Skills Level 5-6 * [2]Skills Bank, Lesson 1,3 Blue disk 1 & 9

*Contemporary Books

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 7
Safety Section - Module II
Supplementary Materials

Competency	TEXTdisc Reading Level - 5	CASAS Correlation	Other Correlation
Interpret safe work procedures including wearing safe work attire		Contemporary Books Working in English Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary		Contemporary Books 4.1.6 Reading Skills That Work Book 1 & 2, Level 4-6 & 6-8, respectively	
TEXTdisc Reading Process Vocabulary and comprehension (5 Steps)	Knitting Fabric		
Reading and Vocabulary Subskill			
Syllables			Writing Skills Workbook Book 2, p. 7 Level 2.6-4.9 *
Synonyms and Antonyms			Understanding Language Level 2.6-4.9 *
Affixes / Suffix			Analyzing Word Parts, Book 7*
Compound words			Analyzing Word Parts, Book 7*
Vocabulary Crosswords			GED Vocabulary Crosswords, Book 8*
Context Clues			Getting Meaning from Contest Book 4*
Writing			
Sentence Structure			[1]Using Correct Sentence Structure and Building Punctuation Skills Level 5-6 * [2]Skills Bank, Lesson 1,3 Blue disk 1 & 9

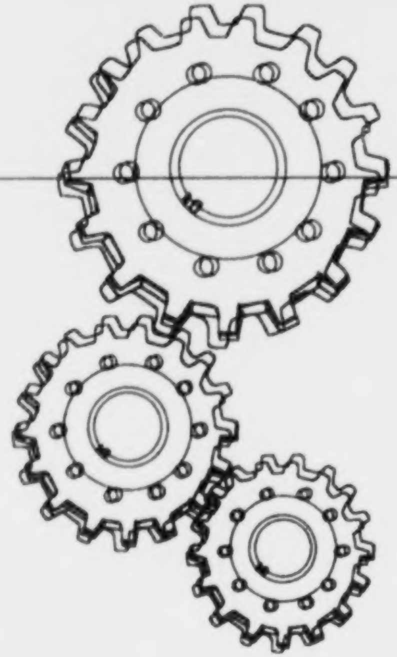
*Contemporary Books

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Lesson 8
Safety Section - Module II
Supplementary Materials

Competency	**TEXTdisc Reading Level - 5**	**CASAS Correlation**	**Other Correlation**
Interpret safe work procedures including wearing safe work attire		Contemporary Books Working in English Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary		Contemporary Books 4.1.6 Reading Skills That Work Book 1 & 2, Level 4-6 & 6-8, respectively	
TEXTdisc Reading Process Vocabulary and comprehension (5 Steps)	Weaving Fabric		
Reading and Vocabulary Subskill			
Inferences Reading and Critical Thinking			Reading and Critical Thinking, Martha J. Barnes, pp. 13-15 *
Cause and Effect Reading and Critical Thinking			Reading and Critical Thinking, Martha J. Barnes, pp. 30-37 *
Antonyms			Understanding Language Level 2.6-4.9 *
Context Clues			Getting Meaning from Contest Book 4*
Writing			
Sentence Structure			[1] Using Correct Sentence Structure and Building Punctuation Skills Level 5-6 * [2] Skills Bank, Lesson 1,3 Blue disk 1 & 9
Subject / Verbs			Grammar Write Away, Book 2, Betsy Rubin, pp. 12-16 *

*Contemporary Books



Fieldcrest Cannon, Inc.
Advanced Technical Preparation

Instructor Book
Safety Section (Module 3)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Instructor Book
Safety Section (Module 3)

FIELDCREST CANNON, INC.
ADVANCED TECHNICAL PREPARATION (ATP)
NOTE TO ATP INSTRUCTORS ON WORK SPECIFIC CURRICULUM

The work specific curriculum has been approved by corporate and local management. Bullets provide important information on curriculum usage.

The curriculum is designed to:

- Assist Fieldcrest Cannon associates in upgrading their basic skills
  - A functional context approach to learning
- Assist ATP instructors by providing an instructor's manual

  Manual Contents
  Lesson competencies
  A suggested instruction guide to supplement worksheets
  Work literature used to design the lesson
  Lesson and worksheets
  Readability tests to inform instructors of reading level
  Answer key
  Supplementary materials *

- Be used with CASAS and computer assisted instruction; i.e., TEXTdisc

Associates must achieve a 90% mastery of the work specific materials (posttest)

Fieldcrest Cannon associates will demonstrate basic skill competencies by successfully completing CASAS, the work specific curriculum, and TEXTdisc. GED classes will be offered only to graduates in all three areas.

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* If associates have difficulty in completing a lesson, the instructor can look in the supplementary materials section for competencies and references.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)

Instructor Book
Safety Section Module 3

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1996

FIELDCREST CANNON, INC.™

World Class Manufacturer
World Class Workforce

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section -- Module 3

Instructor Manual Contents

1. Safety Section Introduction
2. Primary Safety Section Objectives
3. Author's Note to Instructor
4. Individualized Education Plan (IEP)
5. Lesson 9 - Working Safely With Cotton
6. Lesson 10 - Noise
7. Lesson 11 - Materials Safety Data Sheet (MSDS)
8. Lesson 12 - Hazards In The Workplace
9. Competencies Lessons 9-12
10. Work Specific Literature Lessons 9-12
11. Suggested Instruction Guide Lessons 9-12
12. Readability Tests Lessons 9-12
13. Answer Key Lessons 9-12
14. Supplementary Materials Lessons 9-12

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Lessons and Worksheets

Lesson 9 - Working Safely with Cotton
Lesson 10 - Noise
Lesson 11 - MSDS
Lesson 12 - Hazards in the Workplace

2

Work Specific Literature
Lessons 9-12

3

Lesson Competencies
Lessons 9-12

4

Suggested Instruction Guide
Lessons 9-12

5

Readability Tests
Lessons 9-12

6

Answer Key
Lessons 9-12

7

Supplementary Materials
Lessons 9-12

8

Safety Section Evaluation
Lessons 1-12

AVERY READY INDEX™ INDEXING SYSTEM

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Introduction

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Introduction

The work specific curriculum contains adult-oriented instruction materials for Fieldcrest Cannon, Inc. associates. Teaching methodologies, i.e., lessons, worksheets, and suggested instruction guide, were designed to teach safety using a functional context approach to learning.

The safety section is based primarily on competencies established by the following:
- Comprehensive Adult Student Assessment System (CASAS)
- Georgia Department of Technical and Adult Education
- Tests of Adult Basic Education

A specific competency list is included with each lesson.

Safety lessons are divided into the following modules:
- Lessons 1- 5 Module 1
- Lessons 6- 8 Module 2
- Lessons 9-12 Module 3

Academic skills content were determined by Fieldcrest Cannon, Inc. A CASAS Workplace Analysis was used to identify required skills.

The difficulty level for each lesson is appropriate for a broad audience of achievers. The target grade range is 6.6 to 8.9, but will measure above and below that range.

Readability tests were randomly performed. Each lesson includes tests results.

The work specific curriculum materials were correlated with the Tests of Adult Basic Education (Steck-Vaughn and Contemporary), Comprehensive Adult Student Assessment System, TEXTdisc, Skills Bank, etc. These correlations can be found under the section entitled *supplementary materials*.

Samples of workplace materials were used in developing the curriculum. Each lesson includes the materials used.

An Individual Education Plan is included in each associate book. After the associate has completed lesson 12, he/she will be given a section evaluation (posttest).* If the associate does not achieve a 90% mastery level, additional instruction will be recommended. Sources are listed in the *supplementary materials* section.

---

*A copy of the section evaluation (posttest) is located in the instructor manual for module 3

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Primary Objectives

Primary Safety Section Objectives

- Improve associate basic skills (reading and writing)
- Reduce work-related accidents
- Reduce insurance claims
- Promote safety awareness

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Author's Note to Instructor

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Author's Note to Instructor

ATP INSTRUCTOR

- Read aloud all lesson instructions. Frequently, ask one of the participants to read -- be careful, do not embarrass a poor reader.
- Assist participants in understanding the lesson directions.
- Always encourage the use of a standard dictionary.
- Each ATP participant will need a spiral notebook for vocabulary words.
- The terms *participant* and *associate* are used interchangeably.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Individualized Education Plan

Forward from Module 2

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials -- Safety Section

Individualized Education Plan Instructions

1. The instructor will make certain the Individualized Education Plan (IEP) is properly completed. An IEP is located at the beginning of each associate book. The IEP should be moved from Module 2 to Module 3.

2. A section evaluation (posttest) will be administered after the associate completes lesson 12. If associate does not achieve a 90% mastery level, additional instruction is recommended. Sources are listed at the end of each lesson.

IEP

INDIVIDUALIZED EDUCATION PLAN

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Job Specific Instructional Materials - Safety Section
Individualized Education Plan (IEP)

Name ______________________________

Social Security Number _ _ _ - _ _ - _ _ _ _

Section ____________________ **Level** ____________________

Plant ____________________ **Location** ____________________

Lessons **Safety Section**	**Date Started**	**Date Completed**	**# Correct/Total**	**Instructor Comments**	**Initial**
Lesson 1 Lockout/Tagout *Policy*					
Lesson 2 Lockout Procedure *Implementation*					
Lesson 3 Lockout Procedure *Situations*					
Lesson 4 Lockout Procedure *Procedure*					
Lesson 5 Lockout Procedure *General*					
Lesson 6 *Safety Signs*					
Lesson 7 *Safety Vocabulary*					
Lesson 8 *Safety Rules*					
Lesson 9 *Working Safely with Cotton*					
Lesson 10 *Noise*					
Lesson 11 *Materials Safety Data Sheet*					
Lesson 12 *Hazards in the Workplace*					
Evaluation Lessons 1 - 12	Date of Evaluation	Mastery Level 90% Standard # correct/total	Instructor Recommendations		
Section Evaluation Results	/ /96				

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson and Worksheets

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

FIELDCREST CANNON, INC.

Working Safely With Cotton

Directions

- Read the following safety text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Write the circled words and definitions in your vocabulary notebook

The Occupational Safety and Health Act includes a specific standard for cotton dust exposure. This standard requires that all associates who work with cotton receive training that covers all aspects of cotton dust exposure including health hazards and respiratory protection.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

Working Safely With Cotton

Directions

- Match the vocabulary words with their definitions
- Write the letter of the definition on the line provided

Vocabulary Words	Definitions
______ 1. pesticide	a. to gather or collect
______ 2. fungus	b. a chemical agent used to destroy pests
______ 3. contaminate	c. plant that lacks chlorophyll (includes molds, yeasts, etc.)
______ 4. accumulate	d. to infect by contact or association; to pollute

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

Work safely with cotton

Directions

- Answer the following questions
- You may look at page 1-- if necessary
- Circle the letter of the *best* answer

1. A specific standard for cotton dust exposure is required by the

    a. Official Safety and Health Act

    b. City Government

    c. Occupational Security and Welfare Act

    d. Occupational Safety and Health Administration

2. The standard requires certain people to receive training that covers all aspects of cotton dust exposure. Who are these individuals?

    a. All associates

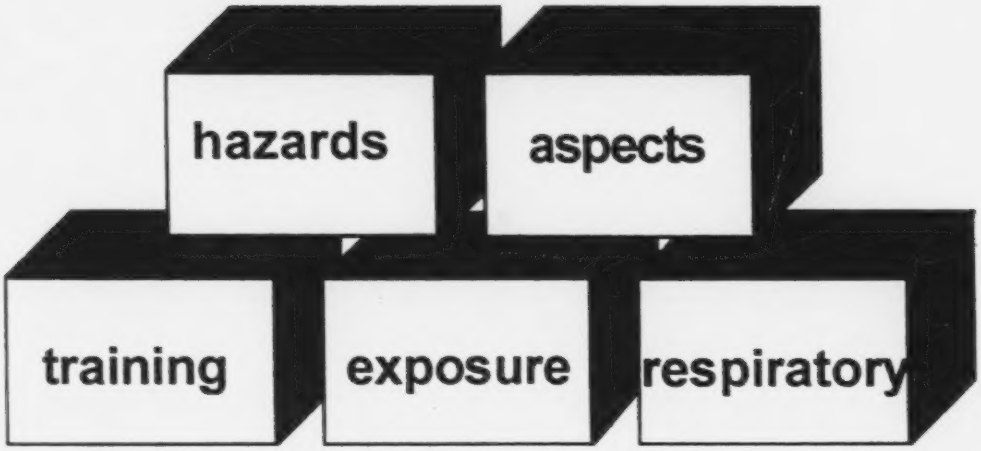
    b. All associates who work with cotton

    c. All people within a 10-mile radius

    d. Only associates in training

Lesson 9

Working Safely With Cotton



Directions

- Fill in the missing words
- Use words from the word boxes to complete the sentences

The Occupational Safety and Health Act includes a specific standard for cotton dust ______________. This standard requires that all associates who work with cotton receive training that covers all ______________ of cotton dust exposure including health hazards and ________________ protection.

Lesson 9

What is cotton dust?

Cotton dust is made of very small particles such as plant material, fiber, bacteria, fungus, soil, pesticides and other contaminants that have accumulated during the growing, harvesting and processing of cotton.

Directions

- Read the above text
- Circle words in the text that you do not know
- Ask your instructor to say the circled words aloud
- Write the circled words and definitions in your vocabulary notebook

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

What is cotton dust?

Directions
- Use the text on page 5 to answer the following questions
- Write the letter of the best answer on the line provided

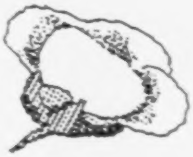
_______ 1. From the text you cannot tell

a. where cotton dust is found

b. what cotton dust is made of

c. that contaminants accumulate during the growing, harvesting and processing of cotton

d. cotton dust contains bacteria



_______ 2. You can infer that cotton dust

a. is not harmful to breathe

b. does not require safety standards

c. exposure may be dangerous if safety standards are not followed

d. is a natural and safe substance

Lesson 9

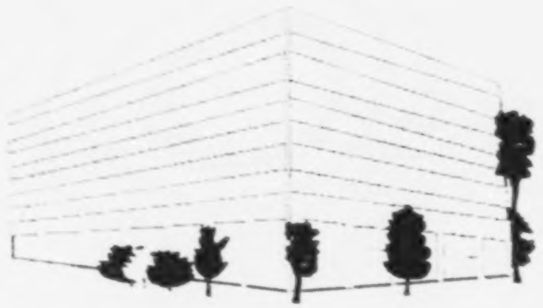
Where is cotton dust found? #1

Cotton dust is present in the air during the handling or processing of cotton. For our purposes, you can consider any dust present during the handling of cotton, manufacturing of cotton yarn, and weaving of fabric to be cotton dust.

How is cotton processed? #2

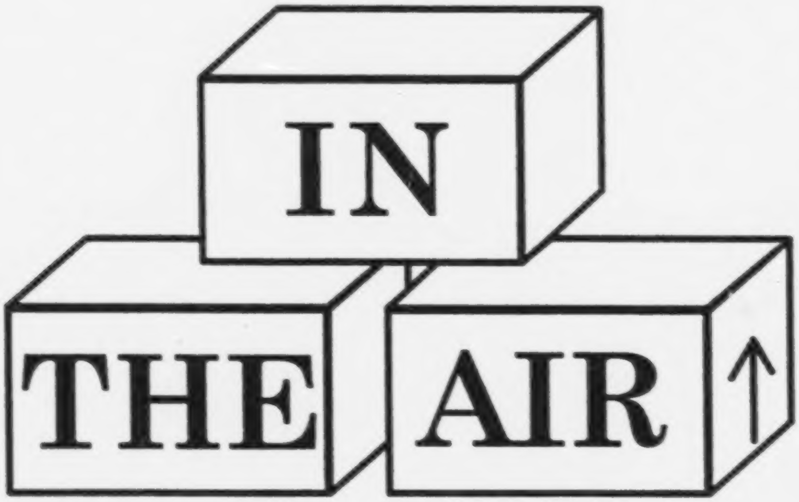
Cotton is received at the mill in very large bales. These bales are opened and the cotton goes through many steps before the final products (towels, sheets, and blankets) are created. During processing, cotton dust is released into the air.

Directions
Read the above information blocks



Lesson 9

WHERE IS COTTON DUST FOUND?



Directions

- Use the text on page 7 (box #1) to answer the following question
- Write the letter of the ***best*** answer on the line provided

_________ You can conclude that cotton dust is in the air

a. ; it's everywhere

b. when you are working with or around cotton

c. unless the plant doors are closed

d. if you can see the cotton; otherwise, the air is safe

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

How is cotton processed?

See box #2, page 7

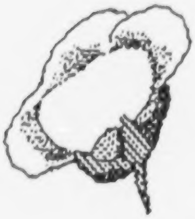
Directions

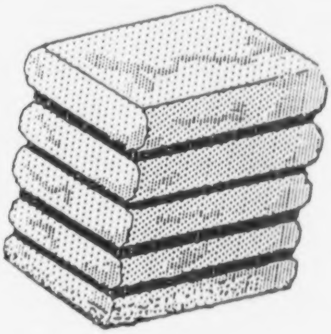
Arrange the following events in the order that they happen. What happens first? Write a number 1 on the line by that sentence. Then write the number 2 by the sentence that tells what happens next. Write the number 3 by the sentence that tells what happens last.

________ Bales are opened.

________ Cotton is received at the mill in large bales.

________ The cotton goes through many steps before the final product.





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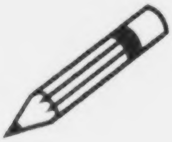
Safety Section Module III

Lesson 9

Directions

Read the following text.

Writing A Paragraph



A paragraph is a group of sentences about a common idea. It always contains a topic sentence that tells the reader what the main idea of the paragraph is. The topic sentence is usually the first sentence in a paragraph. The rest of the sentences support or tell more about the main idea. Sentences that do not fit the main idea do not belong in the paragraph.

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

Directions

Write a paragraph about cotton dust. Remember to start each sentence with a capital letter and to end with a period (or question mark if the sentence is a question).

Answer the following questions in your paragraph:

- ☑ What is cotton dust?
- ☑ Where is cotton dust found?
- ☑ How is cotton processed?

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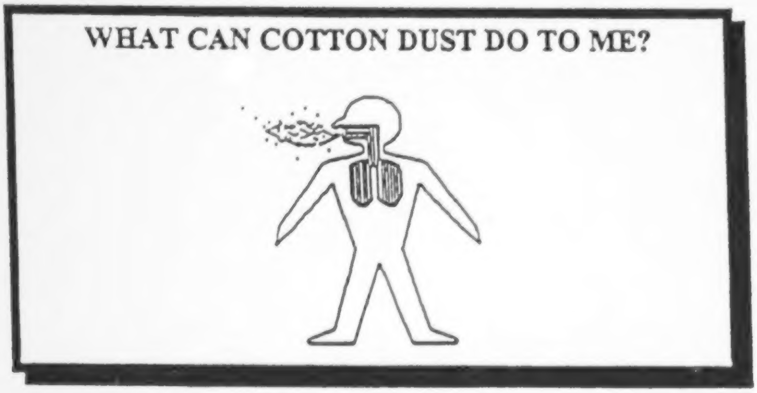
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9


WHAT CAN COTTON DUST DO TO ME?

Directions

✓ Read the following text
✓ Circle words that you do not know, or understand
✓ Ask your instructor to say the circled words aloud
✓ Write the circled words and definitions in your vocabulary notebook

Cotton dust is only a problem if it is breathed into your lungs. It may then cause problems such as a tight feeling in your chest or shortness of breath. High exposures for many years can cause a disease called byssinosis.

Byssinosis is sometimes called "Brown Lung"; however, this is a misleading name because cotton dust does not cause the lung to turn brown.

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Safety Section Module III

Lesson 9

What is Context?

Using context means learning a new word by looking at the words surrounding it. In the following exercise you will learn new words by looking at the context.

Directions

- Read the paragraph below
- Look at the answer choices
- Try putting each choice in the paragraph to see which one makes the most sense
- Write the letter of the best answer on the line provided

Cotton dust is only a problem if it is breathed into your lungs. It may then cause problems such as a tight feeling in your _____(1)_____ or shortness of breath. High exposures for many years can cause _____(2)_____ called byssinosis.

_________ 1. A. head B. chess C. wrist D. chest

_________ 2. A. a limp B. an arrhythmia C. a disease D. a paralysis

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Safety Section Module III

Lesson 9

Directions

- Circle *T* if the following statement is true or *F* if it is false
- If you circle *F*, rewrite the sentence so that it is true

T *F* 1. Byssinosis is a disease you can get by being exposed to high levels of cotton dust for many years.

T *F* 2. Cotton dust will cause your lungs to turn brown.

T *F* 3. Byssinosis is sometimes called "Brown Lung."

T *F* 4. Cotton dust may cause a tight feeling in your neck.

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Safety Section Module III

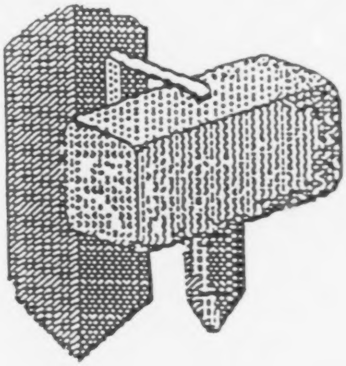
Lesson 9

Directions

✓ Read the following text
✓ Circle words that you do not know or understand
✓ Ask your instructor to say the circled words aloud
✓ Write the circled words and definitions in your vocabulary notebook

How Are Cotton Dust Levels Determined?

- Cotton dust levels are measured by the Industrial Hygiene Department at least once a year.
- Cotton dust levels are measured using either a standard vertical elutriator or an equivalent method such as a Portable Continuous Aerosol Monitor (PCAM).
- Data is collected for a twelve-hour shift.
- The data is then analyzed by Fieldcrest Cannon occupational health professionals, and recommendations are made for ways to control cotton dust exposure.



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Safety Section Module III

Lesson 9

WORD BOX

measure standard vertical elutriator equivalent

method recommendation exposure analyze hygiene

❶ Dictionary Skills: Alphabetizing. On the lines below, alphabetize the words in the word box.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

❷ Syllables and Pronunciation: Say each word to yourself. Then pronounce the word a syllable at a time. As you do this, write the syllables on the blank to the right. Put a slash mark (/) between syllables. Then, cover both columns and write the whole word on the second line.

1. elutriator	e / lu / tri / a / tor	elutriator
2. equivalent	____________________	____________________
3. recommendation	____________________	____________________
4. hygiene	____________________	____________________

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

Word Building With *-ion*

The suffix *-ion* is a common suffix. It is often used to change verbs into nouns. Sometimes when *-ion* is added, the root word changes -- letters may be added or deleted.

Example: educate + ion = educat**ion**

Directions

- Add *-ion* to the following words
- When extra letters are added to the root before *-ion*, /shən/ will probably be spelled *-tion*

EXAMPLE: ACCREDIT + ION ➲ ACCREDITATION

- Pronounce the word before you write it
- You may use a dictionary

1. prevent + ion ______________________

2. designate + ion ______________________

3. recommend + ion ______________________

4. inspect + ion ______________________

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

WORD BOX

measure standard vertical elutriator equivalent

method recommendation exposure analyze hygiene

Writing Sentences.

On the lines below, write five sentences. Use at least one word from the word box in each sentence.

❶ ______________________________

____

❷ ______________________________

____

❸ ______________________________

____

❹ ______________________________

____

❺ ______________________________

____

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Safety Section Module III

Lesson 9

Directions

- Answer the following question
- If you need help, see page 15
- Write your answer in complete sentences

Cotton dust levels are measured at least once a year. How is the collected data (cotton dust levels) used?

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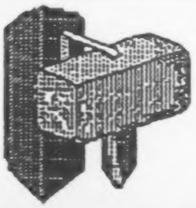

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Safety Section Module III

Lesson 9

Directions
Write the letter of the *best* answer on the line provided.

________1. Cotton dust levels are measured by the

A. Industrial Hygiene Department at least every week

B. Industrial Health Department at least every month

C. Industrial Hygiene Department at least every year

D. Industrial Hygiene Department at least every two years

________2. Cotton dust levels are measured by using

A. a standard vertical elutriator
(no other method is acceptable)

B. a portable continuous aerosol monitor (PCAM)
(no other method is acceptable)

C. either a standard vertical elutriator or a portable continuous aerosol monitor
(no other methods are acceptable)

D. either a standard vertical elutriator or an equivalent method such as a portable continuous aerosol monitor

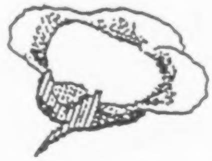
________3. Data (cotton levels) are collected for

A. a four-hour shift

B. a twelve-hour shift

C. an eight-hour shift

D. both b and c



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Safety Section Module III

Lesson 9

Directions

- ✓ Read the following text
- ✓ Circle words that you do not know or understand
- ✓ Ask your instructor to say the circled words aloud
- ✓ Write the circled words and definitions in your vocabulary notebook

How much cotton dust can I be exposed to?

The Occupational Safety and Health Administration (OSHA) allows three different levels of exposure:

- → Yarn Manufacturing:
  200 Micrograms per cubic meter averaged over an 8-hour day
- → Waste House:
  500 Micrograms per cubic meter averaged over an 8-hour day
- → Slashing & Weaving:
  750 Micrograms per cubic meter averaged over an 8-hour day

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Safety Section Module III

Lesson 9

Directions
Read the following information boxes

MICROGRAM

- The prefix mirco means very small
- A microgram is one millionth of a gram
- A gram is the basic unit of mass in the metric system
  (The mass of an object is the amount of matter that it contains)
- You can compare 200 micrograms per cubic meter to a few grains of salt inside a large refrigerator

OSHA COTTON DUST STANDARD

- A copy of the OSHA Cotton Dust Standard is available from your supervisor
- You may also call Fieldcrest Cannon Occupational Health Services for more information

ACTUAL COTTON DUST EXPOSURE

- Fieldcrest Cannon continues with its efforts to control cotton dust exposure
- Engineering methods are used to control cotton dust
- Actual cotton dust exposures are usually much less than the OSHA exposure limits

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Safety Section Module III

Lesson 9

Directions
- Answer the following questions
- You may look at pages 20-21

1. Write your department name on the line provided. ______________________________

2. What level of cotton dust exposure is allowed in your department? _________________

____

____

3. Is 200 micrograms per cubic meter a large amount? ____ Explain your answer. _____

____

____

4. Where can you get information about the OSHA Cotton Dust Standard? ___________

____

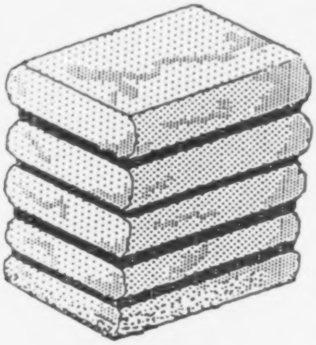
____

5. Why are cotton dust exposures at Fieldcrest Cannon usually much less than OSHA exposure limits? ____

____

____

Lesson 9



Control Systems

↑

What is done once cotton dust levels are determined?

← **Isolation**

→ **Health Screening**

↓

Personal Protection

Lesson 9

Directions
- ✓ Read the following text
- ✓ Circle words that you do not know or understand
- ✓ Ask your instructor to say the circled words aloud
- ✓ Write the circled words and definitions in your vocabulary notebook

What is done once cotton dust levels are determined?

Once cotton dust levels are determined, the results are posted in your department on a bulletin board. If the cotton dust levels are above OSHA limits, the following activities are recommended:

❶ Control Systems
Ventilation systems can be installed. These are systems of ducts and vents connected to a large fan that removes the cotton dust from the air.

❷ Isolation
Certain operations are enclosed to prevent cotton dust from entering the atmosphere you breathe.

❸ Health Screening
Fieldcrest Cannon medically tests associates exposed to cotton dust -- at least once a year. These consist of a medical questionnaire and lung function test (breathing test). The breathing test measures your lung function and must be done before you begin your workday. After you have worked at least four hours, a second test is done to detect any change in your lung function.

Your tests are evaluated by health care professionals. If a problem is discovered, it will be referred to a lung specialist. You will be notified in writing of test results. The results are kept with your permanent medical records.

❹ Personal Protection
In areas where the cotton dust levels are above the OSHA limit, you are required to wear respiratory protection.

In areas where cotton dust levels are below the OSHA limits, you *may* wear respiratory protection.

At Fieldcrest Cannon, we use disposable dust masks to protect associates from cotton dust.

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Safety Section Module III

Lesson 9

Directions

- The words below are found on page 24
- Use the words to finish the puzzle

---

ventilation
questionnaire
determine
isolation
duct
specialist
atmosphere
breathe

---

1. circulation of air
___ ___ ___ t ___ ___ a ___ ___ ___ n

2. a list of questions for obtaining information
___ ___ ___ s ___ ___ o ___ n ___ ___ r ___

3. to make a decision about
___ ___ t ___ r ___ ___ ___ e

4. separation: to set apart
___ s ___ l ___ t ___ ___ ___

5. an open space for allowing passage
___ ___ ___ t

6. a person with a high degree of knowledge or skill in a particular field
___ ___ e c ___ ___ l ___ ___ ___

7. the whole mass of air surrounding the earth
___ t ___ o ___ ___ h ___ ___ ___

8. to draw air into the lungs in the process of respiration
___ ___ ___ a ___ ___ e

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Safety Section Module III

Lesson 9

SUFFIXES

A suffix is a word part that is attached to the end of a word. Suffixes change meanings of base words.

Directions
- Underline the suffix in each word
- Then write its base word and suffix
- You may use a dictionary

Words	Base Word	Suffix
1. systems	system	s
2. removes		
3. specialist		
4. protection		
5. disposable		
6. correctly		

Lesson 9

QUICK GRAMMAR REVIEW

Noun

- A noun is the name of a person, place, or thing

Pronoun

- A pronoun is a word that takes the place of a noun
- A pronoun must have an antecedent, a noun to which it refers
- A pronoun must agree in number with its antecedent

Example: Each man must sign their timecard.
(Incorrect. The plural *their* cannot refer to the singular antecedent *man*.)

Adjective

- Adjectives modify nouns and pronouns
- An adjective tells what kind of person, place, or thing a noun or a pronoun is
- An adjective may also point out which one or how many

Verb

- A verb is a word that shows action or a state of being

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Safety Section Module III

Lesson 9

Directions

- Suffixes are underlined
- Identify the *part of speech* for each word
  - ⇨You may use a dictionary
  - ⇨Number one is completed for you
- Arrange the words in alphabetical order -- third column
  - ⇨Check each word as you use it

Words	Part of Speech	Alphabetical Order
1. systems (**s** - forms plural of nouns: sons)	*noun*	*disposable*
2. removes (**s** - forms present-tense verbs, sings)		
3. specialist (**ist** - a person who is, does, or believes)		
4. protection (**ion** - act of, condition, result, state of being)		
5. disposable ✓ (**able** - that may or can be, likely)		

Lesson 9

Sentence Structure

A sentence consists of a subject and a predicate that communicate a complete thought. The part of a sentence that tells who or what the sentence is about is called the simple subject. The simple predicate (or simple verb) tells what the subject does or is. Both parts of a sentence can have other words added to give more information about the simple subject and the simple predicate.

Example ➲ The results are posted on a bulletin board.
Simple Subject ➲ results (*what*)
Simple Predicate ➲ are posted (*what subject does or is*)

Directions
In each of the following sentences, underline the simple subject once and the simple predicate twice.

1. Associates complete a medical questionnaire.

2. Ventilation systems remove cotton dust from the air.

3. A lung function test is given to each associate.

4. Dust masks will protect associates from excessive cotton dust exposure.

Lesson 9

Note To Associate

- ***Complete the following worksheets (pages 29-33)***
- ***You may skim page 24 -- if necessary***

↘

What is Skimming?

Skimming is very fast reading. The reader's level of comprehension is lower than that obtained at average reading speeds.

When you skim, you read to get the main ideas and some details. Skimming is a very useful skill that allows you to get information quickly from anything you read. Knowing how to skim will make you a better reader.

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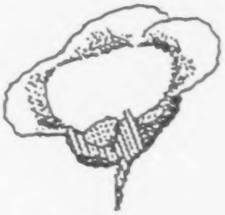
Lesson 9

- Comprehension Skills
- Context Clues



Directions

- Select the word that best completes the sentence
- Write the word on the line provided
- Write the letter of the word on the line provided

INTRODUCTION

Once cotton dust levels are ________________[1], the results are posted in your department on a bulletin board. If the cotton dust levels are ________________[2] OSHA limits, certain activities are recommended. These activities ________________[3] control systems, isolation, health screening, and personal protection.

_____ 1. A. drafted B. committed C. determined D. conducted

_____ 2. A. above B. equal to C. below D. not equal to

_____ 3. A. dismiss B. solicit C. delete D. include

CONTROL SYSTEMS

Ventilation systems can be ____________________[1]. These are systems of ducts and vents ____________________[2] to a ______________[3] fan that removes the cotton dust from the air.

_____ 1. A. dangerous B. installed C. a problem D. prohibited

_____ 2. A. next B. pinned C. connected D. disconnected

_____ 3. A. small B. small gray C. medium size D. large

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Safety Section Module III

Lesson 9
☞ Comprehension Skills
☞ Conclusions

Directions
- Read the sentences
- Select the best answer
- Write the letter on the line provided

ISOLATION

If cotton dust levels are above OSHA limits, certain operations are enclosed. This activity will prevent cotton dust from entering the atmosphere you breathe.

______ 1. From the sentences you cannot tell

A. what operations are enclosed
B. what is entering the atmosphere
C. that cotton dust may enter the atmosphere
D. what will prevent cotton dust from entering the atmosphere

______ 2. You can tell from the sentences that

A. all operations are enclosed
B. when OSHA limits are exceeded, cotton dust is eliminated
C. enclosed operations can prevent cotton dust from entering the atmosphere you breathe
D. certain operations are enclosed when cotton dust levels are below OSHA limits

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

Directions

Circle *T* if the statement is true or *F* if it is false

HEALTH SCREENING

T F 1. Every month Fieldcrest Cannon medically tests associates exposed to cotton dust.

T F 2. The tests consist of a medical questionnaire and lung function test (breathing test).

T F 3. The breathing test measures your lung function, and it must be done before you begin your workday.

T F 4. After you have worked at least twelve hours, a second test is done to detect any change in your lung function.

T F 5. Your tests are evaluated by health care professionals.

T F 6. If a problem is discovered, it will be referred to your medical doctor.

T F 7. You will be verbally notified of your tests' results.

T F 8. The tests' results will be kept with your medical records.

Lesson 9

Directions

- Answer the following question
- Write your answer in a complete sentence

PERSONAL PROTECTION

What are you required to wear in areas where the cotton dust levels are above the OSHA limit? ______________________________

____

____

Directions

- Read the following text
- Complete the next page

At Fieldcrest Cannon, we use disposable dust masks to protect associates from cotton dust. If you are required to wear respiratory protection, it is very important that you adhere to the following guidelines.

1. Get a fresh dust mask every day from your supervisor or designated person.
2. Adjust the straps and pinch the metal nosepiece so that you get a tight fit.
   (The dust mask needs to fit snugly to work properly.)
3. Always wear your dust mask in your work area unless you are told otherwise.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

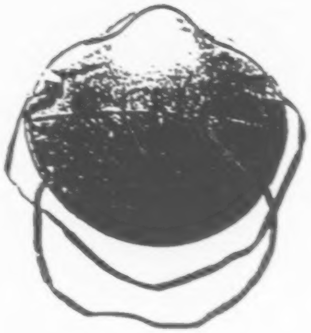
PERSONAL PROTECTION

Put the following events in the order that they happen. What happened first? Write the number **1** on the line by that sentence. Then write the number **2** by the sentence that tells what happened next. Write the number **3** by the sentence that tells what happened last.

________ Adjust the straps and pinch the metal nosepiece so that you get a tight fit.

________ Get a fresh dust mask every day from your supervisor or designated person.

________ Cotton dust levels in your department are determined to be above the OSHA limit.



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Lesson 9

Directions

- Read the following text
- Complete page 35

Fieldcrest Cannon is concerned about you. The following activities support this concern:

- *Controlling cotton dust levels*
- *Providing dust masks*
- *Conducting health screening for your protection*

You need to do your part by participating in the following activities:

- *Having an annual lung function test*
- *Wearing a dust mask when required*
- *Keeping the dust levels low by carefully cleaning and maintaining equipment*
- *Not using pressurized air to blow off your clothes*
- *Practicing good safety and health habits*

We must work together to insure the success of our Cotton Dust Control Program and protect your health.

It makes good sense for all of us!

FIELDCREST CANNON, INC.™

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 9

Write several sentences about the following topic:

What can you do to protect your health while working with and around cotton?

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Safety Section Module III

Lesson 9

Directions
- Answer the following questions
- You may scan previous materials

Working Safely With Cotton

1. How many times a year are cotton dust levels measured? ______________________

2. Who analyzes the data collected on cotton dust levels? ________________________

3. Who is more likely to be exposed to more micrograms of cotton dust?
Mark a check ✓ beside your answer.

_______ A person who works in the waste house

_______ A person who works in the slashing room

4. How many times a year is an associate tested for cotton dust exposure? __________

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Lesson 9

Directions

- Answer the following questions
- Circle either TRUE or FALSE after each statement

1. You will get a fresh dust mask every day at Fieldcrest Cannon.

TRUE / FALSE

2. Wear a dust mask in your work area all the time unless you're told otherwise.

TRUE / FALSE

3. You must wear a dust mask all the time.

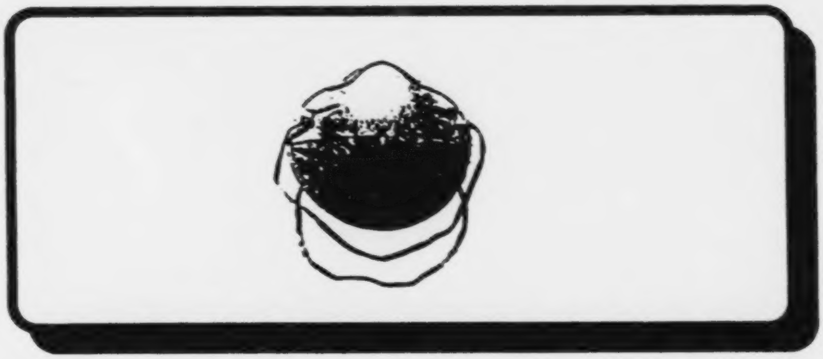
TRUE / FALSE

4. The dust mask must fit loosely to work properly.

TRUE / FALSE

5. You must adjust your dust mask to fit your face.

TRUE / FALSE



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson and Worksheets

Lesson 10

The following pages include:

- Words taken from a pamphlet entitled
  Noise: An Employee's Guide to Hearing Conservation
- Worksheets that focus on *Understanding Language*

Worksheet Topics

Compound words
Homonyms
Synonyms
Antonyms
Contractions
Prefix
Suffix

Lesson 10

Compound words

A compound word is formed by joining two or more words.

Example

➲ Mail + box or mailbox

Note: Do not change the spelling of any of the words when forming the compound.

Directions

Circle the compound words in each of the sentences below:

1. Earplugs and earmuffs can help protect your ears from loud noise.
2. Earplugs make it easier for most people to hear since they tend to block out background noise.
3. Sound waves hit your eardrum and are converted to pressure changes in the inner ear.

Lesson 10

PARTS OF SPEECH REVIEW

Directions: Use this review with the following worksheet (page 40, 41, 42)

NOUNS

A noun names a person, place, thing, or idea.

VERBS

Verbs are words that show action or being.

Action verbs express an action. Examples: hit, crash, learn, run, walk, fall, etc.

Linking verbs link the subject to the rest of the sentence. These verbs do not express action. The most common linking verb is the verb *be*. It has a variety of forms:

am
is
are
was
were
will be
could be
would be
should be
has been
have been

ADJECTIVES

Adjectives are words that modify, or describe, a noun or pronoun.

ADVERBS

Adverbs are words that modify, or describe, a verb, an adjective, or another adverb.
They can tell how, when or how often, where, and to what extent.

Lesson 10

HOMONYMS

Words that are pronounced the same way but have different meanings and spellings are called homonyms.

Hom- means same

-onym means name or word

Homonyms can be different parts of speech. For example, the verb *waste* means "to use up carelessly." The noun *waist* means "the narrowed part of the body above the hips."

Directions

Write a homonym for each of the words below. You may use a dictionary.

1. hear______________________________
2. two______________________________
3. by______________________________
4. knot______________________________
5. I______________________________
6. sew______________________________
7. be______________________________

Lesson 10

⇨ Synonyms: Similar Words

Words that mean the same or almost the same are called synonyms. The synonyms of a word are all the same parts of speech -- the synonyms of a noun are nouns, the synonyms of a verb are verbs, etc.

Directions

Match the words on the left with their synonyms on the right. Check ✓ each synonym as you use it.

_______ 1. avoid (verb)

_______ 2. temporary (adjective)

_______ 3. often (adverb)

_______ 4. associate (noun)

_______ 5. permanent (adjective)

a. long-term (adjective)

b. employee (noun)

c. brief (adjective)

d. frequently (adverb)

e. escape (verb)

Lesson 10

ANTONYMS

Words that have opposite or almost opposite meanings are called antonyms.

Ant- means opposite
-onym means name or word

The antonyms of a word are the same parts of speech. For example:

loss and gain (nouns)
most and least (adjectives)

Directions

Match the words on the left with their antonyms on the right.

____1. more (adjective)
____2. minimize (verb)
____3. yes (adverb)
____4. permanent (adjective)
____5. give (verb)
____6. full (adjective)
____7. slow (adjective)
____8. enter (verb)
____9. day (noun)

a. exit (verb)
b. empty (adjective)
c. less (adjective)
d. night (noun)
e. maximize (verb)
f. no (adverb)
g. temporary (adjective)
h. take (verb)
i. fast (adjective)

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Lesson 10

Contractions

A contraction is made up of two words that are put together. An apostrophe (') stands for the letters that are omitted from one of the words.

Example:
isn't = is not

Directions

Complete the sentences by writing a contraction on the lines provided. You may select your answer from the word box below.

Contraction Word Box

I'll = I will
let's = let us
you're = you are
what's = what is
who's = who is
don't = do not

1. When ____________ scheduled for a hearing test, please be prompt.

2. ____________ earplugs make it hard to hear instructions or warnings? Not at all! In fact, earplugs make it easier for most people to hear since they tend to block out background noise. Hearing loss can occur by not wearing your earplugs! *(Remember to begin this sentence with a capital letter.)*

Lesson 10

Quick Review

A prefix is a word part added to the beginning of a word. The prefix is not a word, but it changes the meaning of the word to which it is added. When adding prefixes to words, keep the original spelling of the base word.

Prefixes

con- with, together	*de-* reverse, remove, reduce	*ex-* out of, from
per- through; thoroughly	*pro-* forth, forward	*re-* back, again, anew
sub- under; lesser	*super-* superior, above; additional	

Directions
Write each prefix, root, and word on the lines provided.

	Prefix	Root	Word
1. expose			
2. depart			
3. report			
4. reduce			
5. device			
6. provide			
7. conduct			
8. supervision			
9. perform			

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Lesson 10

SUFFIXES

A suffix is a word part that is added to the end of a word.
Add the *s* suffix and other consonant suffixes directly to most words.
Examples: run ➲ *runs,* improve ➲ *improvement,* success ➲ *successfully*

Suffixes

ly - in the manner of

ment - state, act, or process of

able - able to, capable of , liable to

Directions
Write each root, suffix, and word on the lines provided.

		Root	Suffix	Word
1.	machines	____________	____________	____________
2.	slowly	____________	____________	____________
3.	equipment	____________	____________	____________
4.	comfortable	____________	____________	____________

Lesson 10

📖 The following pages include:

- Words and text taken from a pamphlet entitled *Noise: An Employee's Guide to Hearing Conservation*
- ✎ Worksheets that focus on the following skills:

  Clustering and mapping
  Reading with fluency
  Comprehension
  Scanning
  Meeting words in context
  Making connections
  Making inferences

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Advanced Technical Preparation (ATP)
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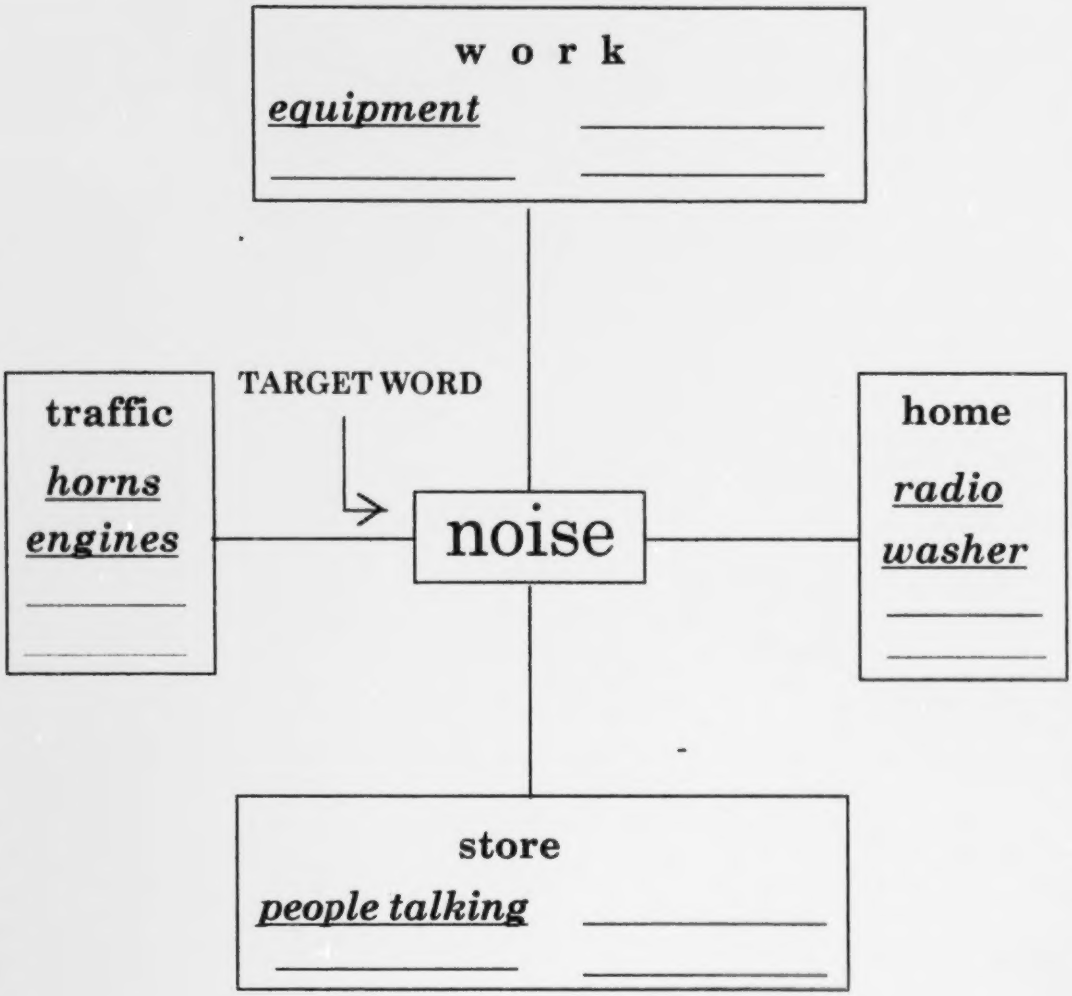
Lesson 10

Clustering and Mapping

- Clustering is a process of linking a target word to a set of synonyms and other word associations
- Mapping shows the relationships and associations
- Write words that are related to the target word on the lines provided in each box


work
equipment
traffic
horns
engines
TARGET WORD
noise
home
radio
washer
store
people talking

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your teacher to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Ask your teacher to read the text aloud
- Now, you and a class member read the text again -- take turns reading aloud

What is noise?

Noise is any unwanted sound. It can originate at home or work. It can come from anywhere. Noise may be caused by a chain saw, loud music, a rifle shot, or from machines at work.

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

Skill: Reading with fluency

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Safety Section Module III

Lesson 10

Directions
- Read the following text
- Answer 1-5

What can noise do to me?

Too much noise for long periods of time can cause a permanent hearing loss. You may not even notice a hearing loss at first because it occurs very slowly. Noise induced hearing loss can not be reversed! (Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

1. What does the word reversed mean?

2. If a hearing loss is caused by noise, can it be reversed?

3. Can a doctor correct the hearing loss?

4. What does the word permanent mean?

5. Most hearing loss occurs very quickly. (True or False)
   Circle the correct response

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Directions
- Read questions 1-3
- Scan the text for answers

Scanning is a process used to increase meaningful reading. Information that is not essential is ignored. It is a useful technique for finding specific facts. Look for key words or word phrases, such as *temporary threshold shift*.

How does hearing loss occur?

Sound enters your ears in sound waves. These sound waves hit your eardrum and are converted to pressure changes in the inner ear. This causes special nerves to impulse which are read by your brain as sound. When these nerves are exposed to too much pressure they can be damaged. If you listen to loud music for several hours you may notice that your ears "ring." This is a *temporary threshold shift*, or a temporary reduction in hearing. Several hours of quiet will restore your hearing, but if the noise is repeated often enough, the hearing loss becomes permanent. There is no medical treatment for this type of hearing loss -- also, hearing aids do not help.

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

1. What does temporary threshold shift mean?

2. Do pressure changes occur in the eardrum or inner ear?

3. When does permanent hearing loss occur?
   Identify something on this page that supports your answer.

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Direction
Read the following text

A decibel is a unit of noise measurement

How much noise is too much noise?

The Occupational Safety and Health Administration (OSHA) allows noise exposures of up to 90 decibels for eight hours. Fieldcrest Cannon has even stricter exposure limits for maximum protection.

- 85 decibels - 8 hour shift
- 82 decibels - 12 hour shift

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

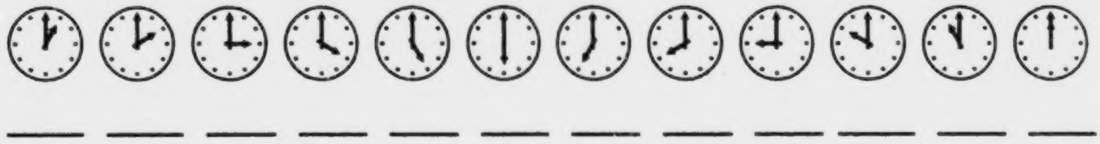
Directions

- Draw a line from Column A to the correct response in Column B
- You may look at page 51

Column A	**Column B**
Fieldcrest Cannon -- 85 decibels *(Allowed noise exposure)*	a unit of noise measurement
decibel	12 hour shift
Fieldcrest Cannon -- 82 decibels *(Allowed noise exposure)*	90 decibels *(Allowed noise exposure)*
OSHA (8 hour shift)	8 hour shift

Directions

- Circle the two clocks that show what time you arrive at work and what time you leave
- Write P.M. and/or A.M. below the circled clocks



P.M. ➢ **12:00 (lunch time) - 11:59 (midnight)**
A.M. ➢ **12:00 (midnight) - 11:59**

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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your teacher to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Ask your teacher to read the text aloud
- Now, you and a class member read the text again -- take turns reading

How is noise measured?

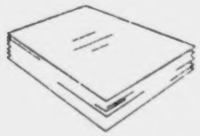
Noise is measured by the Industrial Hygiene Department using Sound Level Meters and other special devices. Noise surveys are performed routinely and when significant equipment changes are made.

You might be asked to wear a small device the size of a portable radio for the day to determine your actual noise exposure.

Since it is your legal right to know your noise exposure, a report showing your noise exposure is posted in your department.

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

Report
Noise Exposure



1. Have you read a *noise exposure report*? ______________________________

2. What department do you work in? ______________________________

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Safety Section Module III

Lesson 10

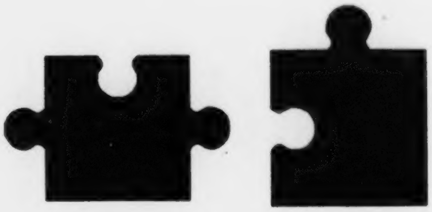
Directions

- Complete the puzzle
- Use the clues below to fill in the blocks
- You may look at page 53

1. ☐ ☐ ☐ ☐ ☐
2. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
3. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
4. ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

CLUES

1. The Industrial Hygiene Department measures _______________.
2. Noise surveys are performed _______________________________.
3. It is your legal right to know your noise ___________________.
4. A report showing your noise exposure is posted in your ________.



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Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Direction

- Read the following text
- Circle words that you do not know or understand
- Ask your teacher to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Ask your teacher to read the text aloud
- Now, you and a class member read the text again -- take turns reading

What if the noise level in my department is too high?

Engineering controls are first considered when there is too much noise where you work. If engineering controls are not possible, you must wear hearing protection devices to reduce your noise exposure to acceptable levels and protect your hearing. Hearing protection devices can be earplugs or earmuffs. You will be fitted with hearing protection devices by the Medical Department and shown the proper way to wear them.

If you are required to wear earplugs or earmuffs, you must wear them the entire time you are in your work area. (Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

Lesson 10

Directions

- Choose two words from the text on page 55 that you do not know or fully understand
- Write the words on the lines provided below
- Beside each word, write what you think it means, based on how it was used in the text

Meeting Words in Context

1. ____________________: ____________________________

____

____

2. ____________________: ____________________________

____

____

Lesson 10

Using Context

Words to Know

controls considered protection devices acceptable

Directions

- Read aloud the words in the "Words to Know" box
- Below, write each vocabulary word beside its correct meaning
- Try to figure out what the word means from the way it is used in the text on page 55

1. controls

   controls______ regulations (procedures)
   ____________ assumptions

2. considered

   ____________ determined
   ____________ studied

3. protection

   ____________ safety
   ____________ defective

4. devices

   ____________ reports
   ____________ equipment

5. acceptable

   ____________ reasonable
   ____________ exact

Lesson 10

Making Connections

Directions

- Complete the following text
- Write the missing words on the lines provided

What if earplugs hurt my ears?

Earplugs, if they ____________________ (1) properly, will not hurt your ears. They may feel a little ____________________ (2) at first, but you will soon get used to them. If they hurt your ears, ask your ____________________ (3) to send you to Occupational Health Services so that you may be fitted with more comfortable earplugs.

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

You may choose your answers from the following word list:

awkward	**develop**	**supervisor**	**fit**
comfortable	**spouse**	**co-worker**	**secretary**

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Lesson 10

Making Inferences

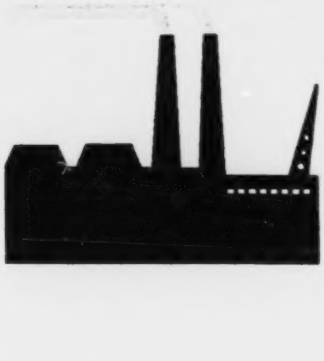
Directions
- Read the following text
- Complete sentences 1 and 2
- Mark a check ☑ beside the best answer

Don't earplugs make it hard to hear instructions or warnings?

Not at all! In fact, earplugs make it easier for most people to hear since they tend to block out background noise. Hearing loss can occur by NOT WEARING YOUR EARPLUGS!
(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

1. Earplugs make it easier for associates to hear because they
   - ☐ a. generally do not listen.
   - ☐ b. tend to ignore what people are saying.
   - ☐ c. tend to block out noise that is not important.
   - ☐ d. listen carefully to all noise -- inncluding background noise.

2. Hearing loss can occur by
   - ☐ a. listening to background noise.
   - ☐ b. wearing your earplugs the entire time you are in your work area.
   - ☐ c. not listening to what is being said.
   - ☐ d. wearing earplugs occasionally -- even when you're required to wear them the entire time you are in your work area.



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Safety Section Module III

Lesson 10

Directions
- Read the following text
- Complete the three sentences by adding the correct words -- use the word box

---

What happens if I don't wear my earplugs when I should?

Not wearing your earplugs hurts ypu and can contribute to a permanent hearing loss. As an associate of Fieldcrest Cannon, you are required to wear earplugs if your job is in a noisy area. If you do not wear your earplugs, you are subject to disciplinary measures that include being terminated.

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

---

❶ A ____________________ hearing loss can result from not wearing your earplugs in high noise areas.

❷ An associate could be ____________________ from his job for not wearing earplugs -- if he is required to wear them..

❸ Fieldcrest Cannon associates are ____________________ to wear earplugs in noisy areas.

WORD BOX

earplugs subject permanent noisy disciplinary

terminated required contribute measures

Lesson 10

Directions

- Read the following text
- Answer the questions that follow
- Write your answers in complete sentences

How long will my earplugs last?

- ➲ Fieldcrest Cannon, Inc. uses mainly disposable earplugs. These are replaced daily.
- ➲ Permanent earplugs will last several months. If they show any sign of wear, get replacement earplugs from your supervisor. Make sure that you wash your earplugs every day. (Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

---

① Do you wear earplugs in your work area?

② What is your noise exposure in decibels?

③ Do you wear disposable earplugs or permanent earplugs?

④ How often do you replace your earplugs?

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Directions

- Read the text
- Circle words that you do not know or understand
- Ask your teacher to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Ask your teacher to read the text aloud

Do you test my hearing?

Yes, your hearing is tested every year. The test is called an audiogram. Your hearing is tested at several frequencies and is compared to the first hearing test you received when you were employed. If a hearing loss is detected, you will be informed and instructed again in the proper wearing of hearing protection. You need to minimize noise exposure for 14 hours prior to your hearing test. This can be accomplished by properly wearing earplugs continuously before your hearing test. When you are scheduled for a hearing test, please be prompt. Give your full cooperation to the technician performing the hearing test.

Fieldcrest Cannon makes every effort to protect your hearing by measuring noise levels and providing you with annual hearing tests and hearing protection. Remember, hearing tests are conducted for your benefit! Hearing Conservation is a joint effort between you and Fieldcrest Cannon. Wear your hearing protection at all times! Avoid noise at home by turning down loud music and wearing earplugs when you are using loud equipment.

If you have any questions about noise, hearing conservation or hearing tests, ask your supervisor or call Occupational Health Services.

(Excerpt from "Noise: An Employee's Guide to Hearing Conservation")

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 10

Directions

- Answer the following questions (you may look at page 62)
- Mark a check ☑ beside the best answer

1. Your hearing will be tested
   - ☐ a. every two years.
   - ☐ b. yearly.
   - ☐ c. monthly.
   - ☐ d. every quarter.

2. You need to minimize noise exposure for
   - ☐ a. 2 hours before your hearing test.
   - ☐ b. 24 hours before work.
   - ☐ c. at least 30 minutes before the test.
   - ☐ d. 14 hours prior to your hearing test.

3. Fieldcrest Cannon makes every effort to protect your hearing by
   - ☐ a. providing you with annual hearing tests.
   - ☐ b. measuring noise levels.
   - ☐ c. providing you with hearing protection.
   - ☐ d. providing all of the above.

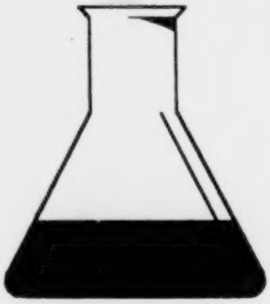
4. Wear your hearing protection
   - ☐ a. all the time in loud noise areas.
   - ☐ a. around your neck.
   - ☐ a. only when there is an inspection.
   - ☐ a. at all times -- home and work.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson and Worksheets

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions
1. Read the following text (box)
2. Circle words that you do not know or understand
3. Ask your instructor to say the circled words aloud
4. Include the words (circled) and definitions in your vocabulary notebook
5. You and a class member read the text aloud -- take turns



Material Safety Data Sheets (MSDS)

What are Material Safety Data Sheets (MSDS)

- MSDS are developed by chemical manufacturers or importers for every chemical
- They provide the following detailed information:

(a) Identification

(b) Safety and emergency procedures

(c) Precautions to be taken

(Excerpt from "Workplace Hazards and Your Right to Know")

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Safety Section Module III

Lesson 11

Directions
- Read the following questions
- Select the correct answer and circle the letter

MSDS

1. What does the acronym MSDS mean?

   a. Machine Safety Data Sheet
   b. Material Substance Deficiency Sheet
   c. Material Safety Department Shift
   d. Material Safety Data Sheets

2. Who develops the MSDS?

   a. Chemical manufacturers
   b. Importers
   c. U.S. Government
   d. Both a and b

3. What information do the MSDS provide?

   a. Product identification, bar code, and precautions
   b. Product identification, pricing, and emergency procedures
   c. Safety and emergency procedures, wholesale pricing, and retail pricing
   d. Product identification, safety and emergency procedures, and precautions

Lesson 11

What Is Context?

- Context means all the words in a sentence or all the sentences in a paragraph
- In a sentence all the words together make up the context
- In a paragraph all the sentences together make up the context
- Context is used to figure out the meaning of unknown words
- Context is used to decide which words to use -- see page 67

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Lesson 11

Directions

- Read the following text
- Use context clues to decide which words are missing
- Write the letter of your word choice on the line provided

Material Safety Data Sheets

Fieldcrest Cannon, Inc. must provide you with a list of______(1)______chemicals you may come in contact with. You will have______(2)______to *material safety data sheets* for these chemicals. *(Excerpt from "Workplace Hazards and Your Right to Know")*

_________ 1. a. hazardous b. safe c. foreign d. U.S.

_________ 2. a. barriers b. access c. corrections d. additions

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Safety Section Module III

Lesson 11

Directions
1. Read the following sentences
2. Circle words that you do not know or understand
3. Ask your instructor to say the circled words aloud

---

❶ Fieldcrest Cannon, Inc. must maintain **current** MSDS for every hazardous chemical in the workplace.

❷ They must be **accessible** during every work shift to all associates in each work area.

❸ It is the associate's right to review MSDS and the associate's **duty** to report missing MSDS.

(Excerpt from "Workplace Hazards and Your Right to Know")

Directions
- Read the following text
- Select a word to complete the sentence
- Circle the letter and write the word on the line provided

1. The word *current* in the first sentence means __________.

a. obsolete b. outdated

c. bound d. recent

2. The word *accessible* in the second sentence means __________.

a. distributed b. read

c. convenient d. inconvenient

3. The word *duty* in the last sentence means __________.

a. responsibility b. choice

c. discretion d. option

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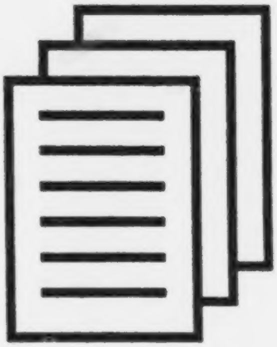
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11



Material Safety Data Sheets (MSDS)

MSDS

These sheets can be found at the end of lesson 11.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Material Safety Data Sheets (MSDS)

The MSDS contain information about chemicals. These are chemicals you may come in contact with on your job. Manufactures must provide Fieldcrest Cannon with MSDS for each of its chemicals. All MSDS are kept in a notebook that is accessible to associates.

Directions

- Reference the attached MSDS to answer the following questions
- Write your answers on the lines provided

Product Identification

The first section of the MSDS lists the chemical and trade name. It includes the manufacturer's name and address. An emergency phone number may also appear in this section.

(Excerpt from "Workplace Hazards and Your Right to Know")

1. What company makes this product? ______________________________

2. What is the trade name/synonyms? ______________________________

3. Is there a formula? ______________________________

   What does the phrase ***Not Applicable*** mean? ______________________________

4. Write the emergency telephone number. ______________________________

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

⇒ Remember, each hazardous chemical in your work area has MSDS. ☺

⇒ The forms may vary in appearance, but the MSDS give you the same information. 🗐

Directions

- Reference the attached MSDS to answer the following questions
- Write your answers on the lines provided

Physical Data

This section lists information about the chemical's appearance, odor, evaporation rate, melting point, viscosity and other characteristics.

(Excerpt from "Workplace Hazards and Your Right to Know")

1. Appearance means the way the chemical looks. What is the appearance of the lubricant on the attached MSDS? ______________________________

2. What is viscosity? You may use a dictionary. ______________________________

____

____

3. What does the word solubility mean? You may use a dictionary. ______________________________

____

____

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions
- Reference the attached MSDS to answer the following questions
- Write your answers on the lines provided

Section III of the attached MSDS lists product ingredients – hazardous and non-hazardous.

1. How many hazardous ingredients are listed? ____________________

2. Write several sentences explaining the phrase *trade secrets*. Write you answer in complete sentences, use correct punctuation, and put capitals where needed.

____

____

____

____

____

____

Proprietary Formula / Ingredients
What does proprietary mean? *You may use a dictionary*

____

____

____

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions

- Reference the attached MSDS to answer the following questions
- Write your answers on the lines provided

Section IV of the attached MSDS explains Fire and Explosion Hazard Data

1. What are the special fire fighting procedures for 1250 Almasol High Temp. Lubricant?

2. What safety equipment is required for fire fighting personnel?

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions

- You may reference the attached MSDS
- Answer the following questions
- Write your answers on the lines provided

Health Hazard Information

Section V of the attached MSDS lists the following:

- toxicity information
- the effects of overexposure to the chemical (signs and symptoms)
- the product's carcinogenicity

1. Vocabulary word ⇒ **toxicity** ☠
   a. What is the root word? ____________________
   b. What is the suffix? ____________________
   c. How many syllables are in the word toxicity? ______
   d. What does the word mean? ____
   ____
   (You may use a dictionary)

2. What are the effects of overexposure to lubricant (see MSDS)?
____
____

3. Vocabulary word ⇒ **carcinogenicity**
   a. What is the root word? ____________________
   b. How many syllables are in the word carcinogenicity? ______
   c. What does the word mean? ____
   ____
   (You may use a dictionary)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions

- You may reference the attached MSDS
- Mark an × if the statement is false or a ✓ if the statement is true
- Mark your answer on the line provided

Section VI of the attached MSDS lists emergency and first aid procedures for the chemical

__________ 1. If the chemical gets in your eye, flush it immediately with water.

__________ 2. If the chemical is swallowed, do not induce vomiting. You do not have to call a physician.

__________ 3. If the chemical contacts your skin, wash the area with mild soap and water.

__________ 4. If the chemical is inhaled and the victim is not breathing, put him or her outside the plant for several hours.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions

- You may reference the attached MSDS
- Answer the following questions

Reactivity

Section VII lists materials the chemical should not come in contact with, such as water. It also lists the conditions that would cause a dangerous reaction, such as heat or direct sunlight.

1. What conditions should be avoided? (See the attached MSDS sheet) ____________________

____

2. Vocabulary word ⇒ oxidizing
   a. What is the root word? ____________________
   b. What is the suffix? ____________________
   c. How many syllables are in the word oxidizing? ______
   d. What does the word mean? ____________________

   ____

   (You may use a dictionary)

3. Vocabulary word ⇒ incompatibility
   a. What is the root word? ____________________
   b. What is the prefix? ____________________
   c. How many syllables are in the word incompatibility? ______
   d. What does the word mean? ____________________

   ____

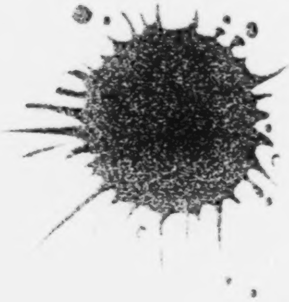
   (You may use a dictionary)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions

- You may reference the attached MSDS
- Answer the following questions
- Mark an × if the statement is false or a ✓ if the statement is true
- Mark your answer on the line provided



Spill or Leak Procedures Special Protection Information

Section VIII and IX lists steps to be taken in case the chemical is released or spilled. This includes what materials to use to clean up the spill and which personal protective equipment you should wear during cleanup. This section may also list information on safe chemical disposal.

(Excerpt from "Workplace Hazards and Your Right to Know")

________ 1. If the lubricant is spilled, remove all sources of ignition.
(ignition - to subject to fire)

________ 2. Treat the lubricant spill as water.

________ 3. Respiratory protection is usually not needed with this type of lubricant spill.
(1250 Almasol High Temp. Lubricant)

________ 4. Neoprene or plastic gloves must be worn when cleaning the spill.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions

- Read the following text -- aloud
- Circle words you do not know
- Include the words circled and definitions in your vocabulary notebook
- Design a safety poster for the attached MSDS using the following precautions

---

Section X of MSDS
Special Precautions

- Close containers when not in use
- Keep away from heat and open flames

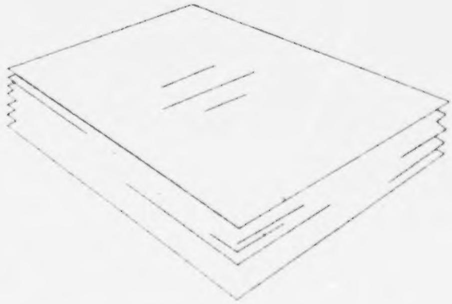
- Keep away from strong oxidants
- Avoid the following:
    a. contact with the eyes
    b. prolonged skin contact
    c. breathing oil mists
- Wash thoroughly after handling

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 11

Directions
- Read the following text
- Answer questions 1-4

Material Safety Data Sheet Notebook



1. Where is the MSDS notebook kept at your plant? ______________________
If you cannot answer this question, ask someone. You may complete this worksheet during the next class session.

2. How often do you use the MSDS notebook? ______________________

3. What is the name of your department? ______________________

4. Who is your supervisor? ______________________

Material Safety Data Sheets (MSDS)

LUBRICATION ENGINEERS, INC.
P. O. BOX 7128 FORT WORTH, TX 76111

MATERIAL SAFETY DATA SHEET

********************************** SECTION I **********************************

PRODUCT IDENTIFICATION

SUPPLIER:
Lubrication Engineers, Inc.
3851 Airport Freeway
Fort Worth, TX 76111

EMERGENCY TELEPHONE NO.:
(817) 834-6321

CHEMICAL NAME AND SYNONYMS:
Not Applicable

TRADE NAME AND SYNONYMS:
1250 Almasol High Temp. Lubricant

CHEMICAL FAMILY:
Petroleum-Hydrocarbon

FORMULA:
Not Applicable

********************************** SECTION II **********************************

TYPICAL CHEMICAL AND PHYSICAL PROPERTIES

APPEARANCE:
Red lubricant

VISCOSITY: At 210 F, SUS
Not applicable

At 100 C, CS
Not applicable

ODOR:
Lube oil odor

VISCOSITY: At 100 F, SUS
Not applicable

At 40 C, CS
Not applicable

RELATIVE DENSITY: (Air=1)
>1

SOLUBILITY IN WATER:
Negligible

PH: 6-8

MELTING POINT:
Non-melt

POUR POINT:
Not applicable

BOILING POINT: F
>500

FLASH POINT: F (Method)
550 (C.O.C.)

VAPOR PRESSURE: (MM HG 60F)
<5

SPECIFIC GRAVITY: (H20=1)
Approx. .95

******************************** SECTION III ********************************

INGREDIENTS

	WT PCT (APPROX)	TLV	ORAL LD50	DERMAL LD50
HAZARDOUS INGREDIENTS:				
Nitrous acid, sodium salt (Sodium nitrate)	2.0-4.0	Unknown	85mg/kg Rat	Unknown
4-hydroxy-4-methyl-2-pentanone (Diacetone alcohol)	0.5-3.0	50ppm TWA	4000mg/kg Rat	13500mg/kg Rabbit
Oil mist (Mineral)	>80.0	5mg/m3 TWA	Unknown	Unknown

NON-HAZARDOUS INGREDIENTS:

ADDITIBES AND/OR OTHER INGREDIENTS. This product is a mixture. The specific chemical identity of hazardous ingredients and non-hazardous ingredients, their C.A.S. numbers and their exact percent of composition are proprietary to Lubrication Engineers, Inc. and are being withheld as Trade Secrets. The above listing of hazardous ingredients discloses the properties, approximate concentration and known toxicological effects of the hazardous ingredients. This material is an automotive/industrial lubricant with a low order of toxicity and irritancy.

Any chemicals subject to the reporting requirements of Section 313 of Title III of the Superfund Amendments and Reauthorization Act of 1986 and 40 CFR Part 372, they will be listed in the above HAZARDOUS INGREDIENTS.

******************************** SECTION IV ********************************

FIRE AND EXPLOSION HAZARD DATA

FLASH POINT: F (Method Used)	FLAMMABLE LIMITS:	LEL	UEL
550 (C.O.C.)	Unknown		

EXTINGUISHING MEDIA:
Foam, dry chemical, water fog, or carbon dioxide.

SPECIAL FIRE FIGHTING PROCEDURES:
Do not direct a solid stream of water into fire. Treat as a petroleum oil fire. Respiratory protection required for fire fighting personnel.

UNUSUAL FIRE AND EXPLOSION HAZARDS:
None

********************************* SECTION V *********************************

HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE: (If Established)
Not established. Oil mist = 5mg/m3

EFFECTS OF OVEREXPOSURE:
Although there are no consistent primary routes of entry, the product may cause mild dermititis upon prolonged contact and is expected to be an eye and lung irritant. Any existing skin, eye, or lung irritation may be aggravated by direct contact. No components are listed on OSHA, I.A.R.C., or N.T.P. lists for carcinogens.

********************************* SECTION VI *********************************

EMERGENCY AND FIRST AID PROCEDURES

EYE_CONTACT:
Flush immediately with water until irritation subsides.

SKIN CONTACT:
Wash affected skin area with mild soap and water.

NGESTION:
Do not induce vomiting. Contact a physician.

INHALATION:
Remove to fresh air. If not breathing, give artificial respiration. Contact a physician.

********************************* SECTION VII *********************************

REACTIVITY DATA

STABILITY: (Thermal, Light, Etc.)
Stable

CONDITIONS TO AVOID:
Contact with nuclear radiation and strong oxidizing materials.

INCOMPATIBILITY: (Materials to avoid)
Strong oxidizing materials.

HAZARDOUS DECOMPOSITION PRODUCTS:
Dense smoke; oxides of C, S, and N; hydrogen sulfide.

HAZARDOUS POLYMERIAZATION:
Will not occur.

******************************* SECTION VIII *******************************

SPILL OR LEAK PROCEDURES

STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED:
Remove all sources of ignition. Treat as a petroleum oil spill.

WASTE DISPOSAL METHOD:
Incinerate where permitted under federal, state, and local laws. Used petroleum products may be recycled through re-refining processes.

******************************* SECTION IX *******************************

SPECIAL PROTECTION INFORMATION

EYE PROTECTION:
Sufficient to avoid direct contact.

SKIN PROTECTION:
Protective neoprene or plastic gloves may be desired.

RESPIRATORY PROTECTION:
Usually not needed.

VENTILATION:
Usually not needed in open, unconfined areas.

OTHER:
Not needed.

******************************* SECTION X *******************************

SPECIAL PRECAUTIONS

Close containers when not in use. Keep away from heat, open flames, and strong oxidants. Avoid eye contact and prolonged skin contact. Avoid breathing oil mists. Wash thoroughly after handling.

SECTION XI

HAZARD RATINGS

There are several recognized and accepted systems that assign hazard ratings to materials. Although this product has not been evaluated specifically against these systems, the ratings for the National Fire Protection Association (NFPA) and the National Paint and Coatings Association's Hazardous Material Identification System (HMIS) are:

	NFPA	HMIS
Health	2	1
Flammability	1	1
Reactivity	1	1

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson and Worksheets

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions
1. Read the following text
2. Circle words that you do not know or understand
3. Ask your instructor to say the circled words aloud
4. Include the words (circled) and definitions in your vocabulary notebook
5. Your instructor will read the text aloud
6. You and a class member read the text aloud -- take turns

What is hazard communication?

The Occupational Safety and Health Administration has designated over 600 industrial chemicals as hazards. Because these chemicals pose a threat to health and safety, your employer is committed to keeping you informed through a hazard communication program. This type of program specifies the risks associated with the chemicals in your workplace and lets you know what the hazards are and how you can protect against them. Your company should have a written outline of its hazard communication program to let you know what is being done to maintain a safe workplace.

(Excerpt from "Workplace Hazards and Your Right to Know")

Lesson 12

What is skimming?

- Skimming is a very quick way of reading to find certain information
- Skimming also helps you to locate the place where facts can be found

How does a person skim?

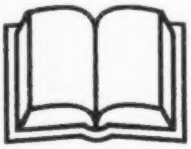
- Let your eyes pass over the words very quickly
- Look for answers to the questions, who? what? when? where? why? how?

Why does a person skim?

- To find a quick answer to a question
- To find specific facts
- When a person does not have time to read every word

What kind of reading material does a person skim?

- All reading materials can be skimmed -- especially those with simple facts



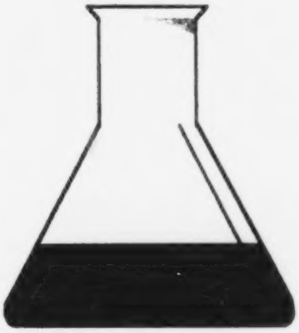
To get the most out of reading, it is a good idea to know what information you want to find before you read. Read the questions first.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the questions, then skim the information on page 80 to find the answers
- Skim quickly, do not read word for word
- Find only the facts you need
- Write your answers on the lines provided



HAZARD COMMUNICATION

1. How many industrial chemicals were designated as hazards? ____________________

2. What organization designated the industrial chemicals as hazards? ____________________

____

3. What is a *hazard communication program*? ____________________________________

____

____

____

4. Could you answer questions 1-3 by using the mapping of *Hazard Communication Program* on page 82A? ______________

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

OSHA Requirement

↑

Identifies chemicals that are a threat to health and safety ← **Mapping of Hazard Communication Program** → **Designates over 600 industrial chemicals as hazards**

↓

Specifies risks

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Match the words listed below with the correct definitions
- Write your answer on the lines provided

WORDS TO KNOW

designate **industrial** **chemical** **communication** **specify**

_________ 1. to convey knowledge of or information about

_________ 2. to name or state explicitly or in detail

_________ 3. to indicate or set apart for a specific purpose

_________ 4. of or relating to industry

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Below are five words taken from the text
- Complete each sentence by adding the correct word

WORDS TO KNOW

designated **chemicals** **communication** **specifies**

What Is Hazard Communication?

The Occupational Safety and Health Administration has ________________ 1 over 600 industrial chemicals as hazards. Because these ________________ 2 pose a threat to health and safety, your employer is committed to keeping you informed through a *hazard communication program*. This type of program ________________ 3 the risks associated with the chemicals in your workplace and lets you know what the hazards are and how you can protect against them. Your company should have a written outline of its *hazard* ________________ 4 *program* to let you know what is being done to maintain a safe workplace.

(Excerpt from "Workplace Hazards and Your Right to Know")

Lesson 12

ABBREVIATIONS

To save space abbreviations are often used. The words are made shorter by taking certain letters out. Some abbreviations will stand for words that name people, place, or things. Others will stand for units of weight and measure. To read an abbreviation, you say the word. So when you see the abbreviation lb., you say the word pound.

➲ One exception is A.M. and P.M. -- you may actually say the abbreviation. Example: We will meet at 2:30 P.M.

ACRONYMS

Acronyms are a kind of abbreviation for fast communication. They are words. You'll sometimes read them in the workplace. The letters in an acronym stand for the first letters or syllables in a name or a phrase. One acronym we often read or hear is zip code, zone improvement plan code.

➲Write your zip code on the line below.

____

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the following text
- Match the abbreviations and acronyms in Column A with the correct word(s) in Column B
- Draw a line from Column A to Column B

The Occupational Safety and Health Administration's (OSHA) Hazard Communication Standards detail the following:

Federal Standards

⬇

Rights and Regulations

(regarding chemicals in the workplace)

(Excerpt from "Workplace Hazards and Your Right to Know")

Column A	**Column B**
1. A.M.	a. noon-midnight hours
2. P.M.	b. page
3. OSHA	c. midnight-noon hours
4. p.	d. Advanced Technical Preparation
5. ATP	e. Occupational Safety and Health Administration

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

In the standard, OSHA requires all industries to engage in the following activities:

① **Develop a written hazard communication program**

② **Maintain proper labeling of chemicals** ☠

③ **Maintain Material Safety Data Sheets (MSDS)**

④ **Inform other employers, that is, multi-employer worksite and commercial customers in retail stores, of any potential chemical hazards**

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Direction
Read the following text

✓ Verb Tips

- ☑ Every sentence is made up of a subject and a predicate
- ☑ The subject is whom or what the sentence is about
- ☑ The predicate tells what the subject is or what it does
- ☑ The key word in the predicate is the verb
- ☑ Sometimes the verb includes helping verbs. Therefore, the whole verb has more than one word. For example:

The gears are turning.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the following sentences
- Circle the verbs in sentences 1-3
- Write the verb on the line provided
- You may refer to page 88

Action Verbs

1. Fieldcrest Cannon developed a hazard communication program.

_____________________________ *(verb)*

2. The company maintains proper chemical labeling.

_____________________________ *(verb)*

3. Material Safety Data Sheets are kept on file.

_____________________________ *(verb)*

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions
- Read the text
- Circle the correct letter

OSHA
STANDARDS

Circle the letter of the sentence that is ***not*** an OSHA standard.

a. Develop a written hazard communication program

b. Maintain proper labeling of chemicals

c. Develop an oral hazard communication program

d. Maintain Material Safety Data Sheets (MSDS)

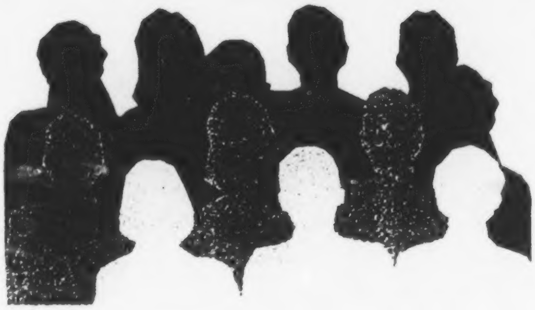
Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions
- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

The standards ensure your right to work in a safe and healthy atmosphere

OSHA
STANDARDS



The Standard specifies the following:

- The duties of the employer
- The rights and duties of associates who handle hazardous chemicals

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

YOUR RIGHT TO TRAINING

Every associate has a right to training on hazardous chemicals. It is the employer's duty to provide such training. Your employer is required to provide training that includes the following:

- How to recognize the presence of hazardous chemicals
- How to recognize the accidental release of hazardous chemicals
- Emergency procedures and protective measures
  - ➲ For example: Protective equipment to be used when handling hazardous substances
- Specific health and safety hazards associated with hazardous chemicals that you may come in contact with in the workplace
- Information regarding warning labels and Material Safety Data Sheets (MSDS)
  - ❶ How to obtain the information
  - ❷ How to use the information on warning labels and MSDS

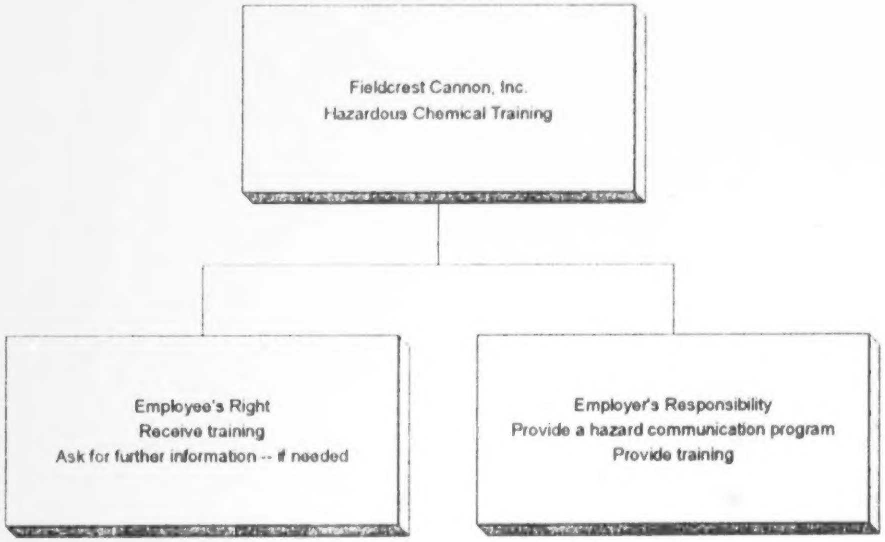
It is the associate's right to ask for further information and the duty of the employer to provide it.

(Excerpt from "Workplace Hazards and Your Right to Know")

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions
Write several sentences on *Hazardous Chemical Training* at Fieldcrest Cannon, Inc.


Fieldcrest Cannon, Inc.
Hazardous Chemical Training
Employee's Right
Receive training
Ask for further information -- if needed
Employer's Responsibility
Provide a hazard communication program
Provide training

BEST COPY AVAILABLE

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the questions, then skim the information on page 92 to find the answers
- Skim quickly, do not read word for word
- Find only the facts you need
- Write your answers on the lines provided ✎

---

1. Who is required to provide training on hazardous chemicals?______________________

____

2. Who has the right to receive training on hazardous chemicals?______________________

____

3. How many training topics (bullets) are included on page 92? ______________________

4. Training on hazardous chemicals includes ______________________________________.
(Mark a ✓ beside the best answer on the line provided)

______ a. how to write and update information on warning labels and Material Safety Data Sheets (MSDS)

______ b. how to write and obtain information on warning labels and MSDS

______ c. what format to use when writing MSDS and warning labels

______ d. how to obtain and use information on warning labels and MSDS

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

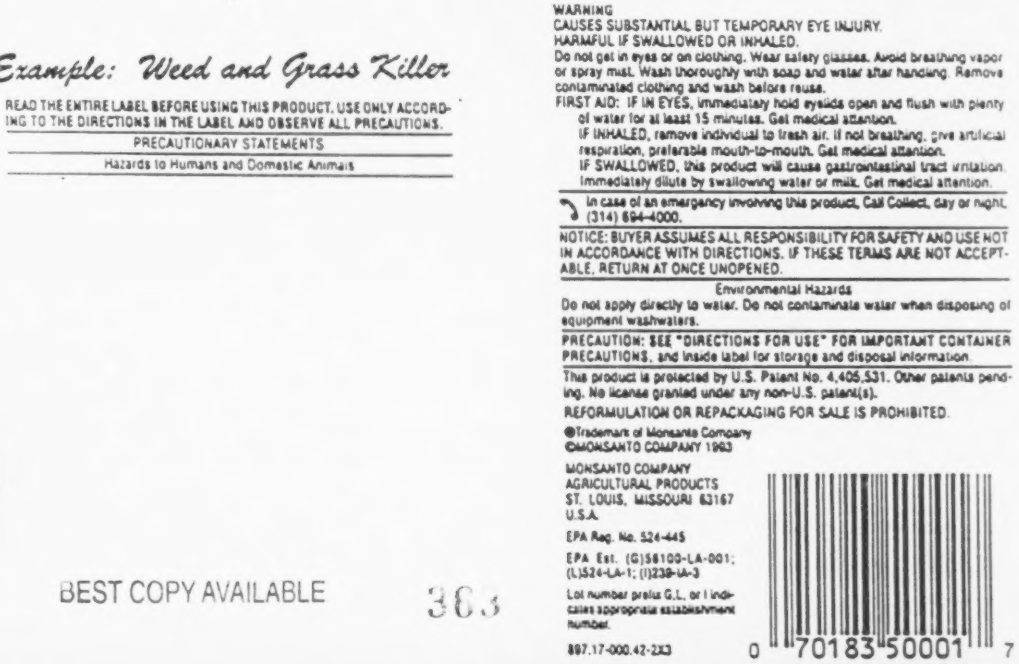
Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

To supplement MSDS your employer must provide warning labels for each hazardous chemical in the workplace. Warning labels should contain a variety of information, but must include the identity of the chemical as well as any appropriate hazard warnings. Again, it is your company's duty to provide warning labels, but it is your job to read them and to report containers not carrying warning labels.

(Excerpt from "Workplace Hazards and Your Right to Know")

Example: Weed and Grass Killer



READ THE ENTIRE LABEL BEFORE USING THIS PRODUCT. USE ONLY ACCORDING TO THE DIRECTIONS IN THE LABEL AND OBSERVE ALL PRECAUTIONS.

PRECAUTIONARY STATEMENTS

Hazards to Humans and Domestic Animals

WARNING
CAUSES SUBSTANTIAL BUT TEMPORARY EYE INJURY.
HARMFUL IF SWALLOWED OR INHALED.

Do not get in eyes or on clothing. Wear safety glasses. Avoid breathing vapor or spray mist. Wash thoroughly with soap and water after handling. Remove contaminated clothing and wash before reuse.

FIRST AID: IF IN EYES, immediately hold eyelids open and flush with plenty of water for at least 15 minutes. Get medical attention.
IF INHALED, remove individual to fresh air. If not breathing, give artificial respiration, preferable mouth-to-mouth. Get medical attention.
IF SWALLOWED, this product will cause gastrointestinal tract irritation. Immediately dilute by swallowing water or milk. Get medical attention.

☎ In case of an emergency involving this product, Call Collect, day or night, (314) 694-4000.

NOTICE: BUYER ASSUMES ALL RESPONSIBILITY FOR SAFETY AND USE NOT IN ACCORDANCE WITH DIRECTIONS. IF THESE TERMS ARE NOT ACCEPTABLE, RETURN AT ONCE UNOPENED.

Environmental Hazards

Do not apply directly to water. Do not contaminate water when disposing of equipment washwaters.

PRECAUTION: SEE "DIRECTIONS FOR USE" FOR IMPORTANT CONTAINER PRECAUTIONS, and inside label for storage and disposal information.

This product is protected by U.S. Patent No. 4,405,531. Other patents pending. No license granted under any non-U.S. patent(s).

REFORMULATION OR REPACKAGING FOR SALE IS PROHIBITED.

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MONSANTO COMPANY
AGRICULTURAL PRODUCTS
ST. LOUIS, MISSOURI 63167
U.S.A.

EPA Reg. No. 524-445

EPA Est. (G)58100-LA-001; (L)524-LA-1; (I)239-IA-3

Lot number prefix G,L, or I indicates appropriate establishment number.

897.17-000.42-2X3

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Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Complete the sentences by adding a word from the list on the left
- Use each word one time
- Write the word on the line provided

ADDING VOCABULARY

Word List

read

include

provide

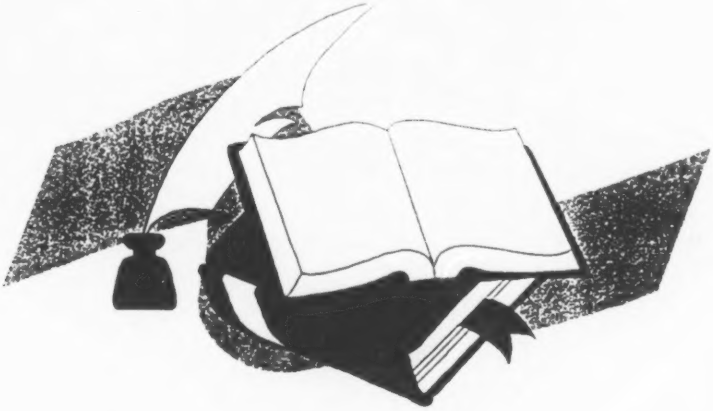
variety

1. Your employer must ________________ warning labels for each hazardous chemical in the workplace.

2. Warning labels should contain a ________________ of information.

3. Warning labels must ________________ the identity of the chemical as well as any appropriate hazard warning.

4. It is the associate's job to ________________ the warning labels and report containers not carrying them.



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

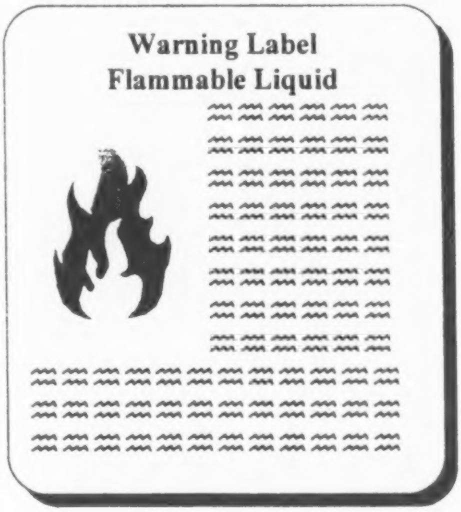
Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

HOW TO READ WARNING LABELS

All chemicals should have not only an MSDS, but a warning label as well. It is your responsibility to read warning labels before handling or using any chemical. Though you may work with a particular chemical on a routine basis, it is important that you check the warning label each time. The chemical may be a stronger blend, or it may be from a different manufacturer.

(Excerpt from "Workplace Hazards and Your Right to Know")



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions
- Respond to the following text
- Write your response on the lines provided
- You may refer to page 97
- Write in complete sentences

WARNING LABEL

The warning label must be read even if the chemical is used on a routine basis. Explain why this activity is required at Fieldcrest Cannon, Inc.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

WARNING LABELS

Warning labels usually list the following information:

❶ The chemical's trade name ® and the manufacturer's name and address

❷ A signal word such as "danger" or "caution" to indicate the chemical's degree of hazard

❸ The chemical's major hazard
For example: "explosive" 💣 or harmful if "swallowed" ☠

❹ Precautions to take when handling the chemical, for example, which personal protective equipment should be used

❺ First aid procedures in case of exposure

❻ How to handle a leak or spill

❼ Proper handling and storage of the chemical

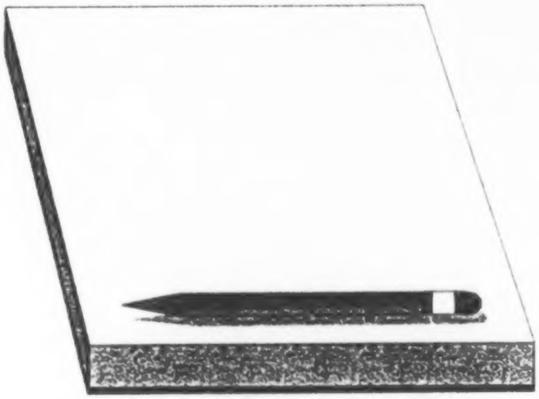
(Excerpt from "Workplace Hazards and Your Right to Know")

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

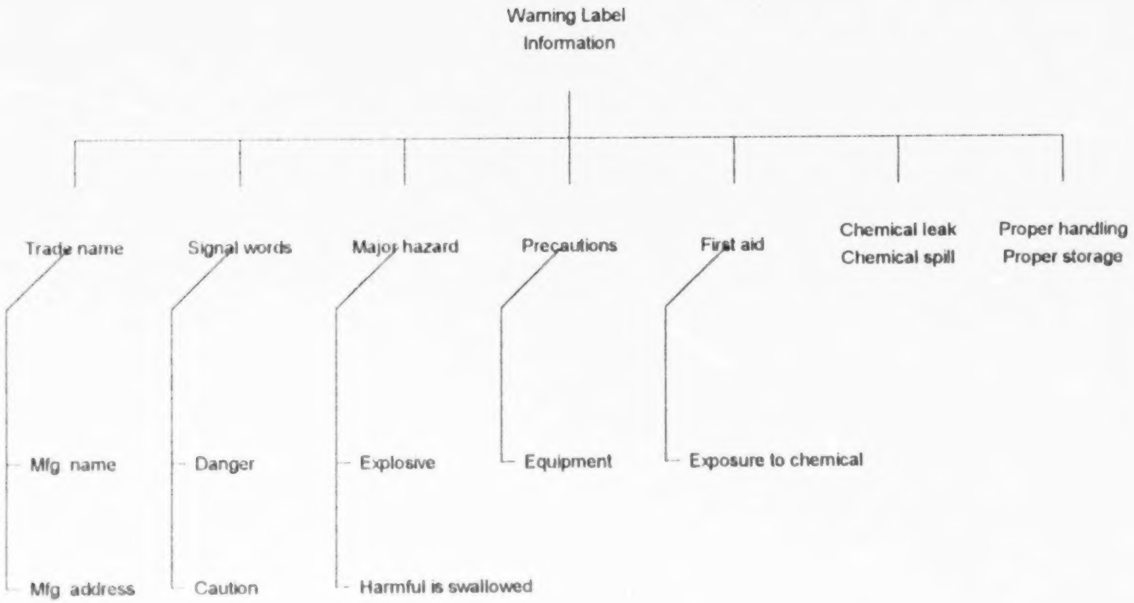
Directions

- Warning Labels -- select one of the information areas on page 101
- Write your name beside the selected topic *(you may work with a partner)*
- Write several sentences on why this information is important -- reference p. 99
- Write your sentences on the lines provided below
- Read your sentences to the class



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12


Warning Label
Information
Trade name
Mfg. name
Mfg. address
Signal words
Danger
Caution
Major hazard
Explosive
Harmful is swallowed
Precautions
Equipment
First aid
Exposure to chemical
Chemical leak
Chemical spill
Proper handling
Proper storage

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

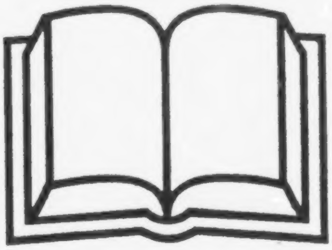
Lesson 12

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

IS IT YOUR RESPONSIBILITY?

Remember it is your employer's responsibility to provide warning labels, but it is your responsibility to read them. If any container does not have a warning label or if a label is torn or damaged, report it to your supervisor. *(Excerpt from "Workplace Hazards and Your Right to Know")*



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Mark an × if the statement is false or a ✓ if the statement is true
- Write your answer on the line provided

_______ 1. It is your responsibility to write warning labels if the container does not have one.

_______ 2. It is your employer's responsibility to provide warning labels.

_______ 3. You should report missing labels on containers to your supervisor.

_______ 4. It is your responsibility to read the warning labels.

_______ 5. If you do not understand a label, ask your supervisor for help.

☒ False

☑ True

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

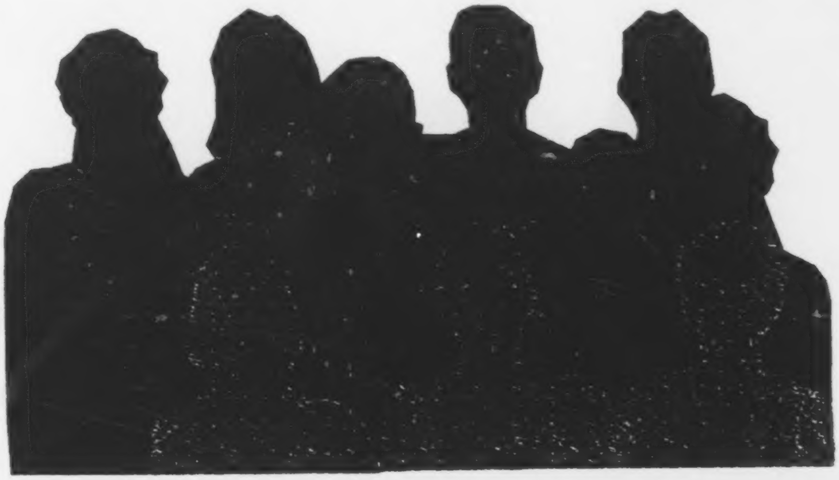
Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

TEAMWORK AND HAZARD COMMUNICATION

To make your workplace safe and healthy, you and your employer must work together. Your employer sets up a training program and collects up-to-date information on chemical hazards. However, your employer also needs your help and cooperation. Work together with your supervisor and co-workers to keep your workplace safe and healthy. Use your training program, MSDS, and warning labels. Ask questions if you're not sure about something covered in your training. Teamwork helps to make your workplace safer.

(Excerpt from "Workplace Hazards and Your Right to Know")



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions
- Answer the following question
- Write your answer on the lines provided

WHAT DOES TEAMWORK AND HAZARD COMMUNICATION MEAN? (SEE PAGE 104)

Lesson 12

Directions

- Read the following text
- Circle words that you do not know or understand
- Ask your instructor to say the circled words aloud
- Include the words (circled) and definitions in your vocabulary notebook
- Your instructor will read the text aloud
- You and a class member read the text aloud -- take turns

AN ONGOING EFFORT

Hazard communication training is not over in just one session. It is an ongoing program your employer is required to reinitiate each time:

- A new chemical or hazardous material is introduced to the workplace
- An existing chemical is altered by its manufacturer
- A new health hazard is determined
- OSHA revises its Hazard Communication Training Standard

(Excerpt from "Workplace Hazards and Your Right to Know")

Lesson 12

Directions

- Read the following question
- Circle the letter of the best answer

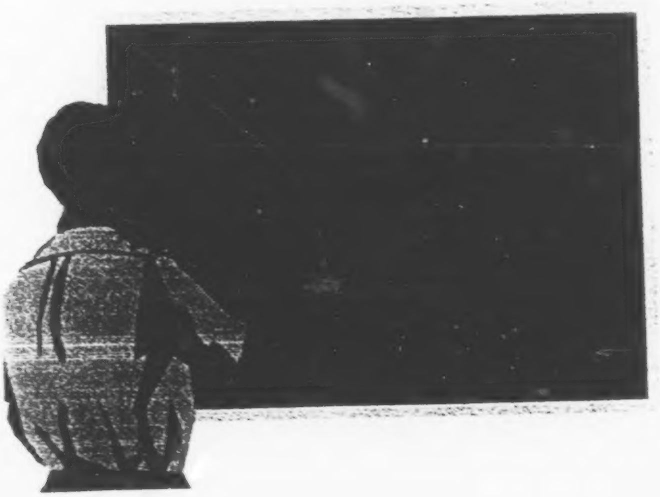
WHEN IS YOUR EMPLOYER NOT REQUIRED TO INITIATE *HAZARD COMMUNICATION TRAINING*?

a. Every time a new chemical is introduced to the workplace

b. Each time an existing chemical is altered by its manufacturer

c. Every day for every hazardous material

d. If OSHA revises its Hazard Communication Training Standard



Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Module III

Lesson 12

Directions

- Mark an × if the statement is false or a ✓ if the statement is true
- Write your answer on the line provided

________ 1. It is the employer's responsibility to provide hazard training.

________ 2. An associate does not have the right to ask for further hazard information after training.

________ 3. An associate should read the MSDS to determine health hazards of a particular chemical.

________ 4. If a chemical does not have a warning label, you can assume that it is not hazardous.

________ 5. If a chemical does not have a warning label, report it to your supervisor.

☒ False

☑ True

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Work Specific Literature

FIELDCREST CANNON, INC. ™

Working Safely With COTTON

The Occupational Safety and Health Act includes a specific Standard for cotton dust exposure. This Standard requires that all employees who work with cotton receive training that covers all aspects of cotton dust exposure including health hazards and respiratory protection. This booklet is provided by Fieldcrest Cannon to give you a handy reference for all your questions about cotton dust.

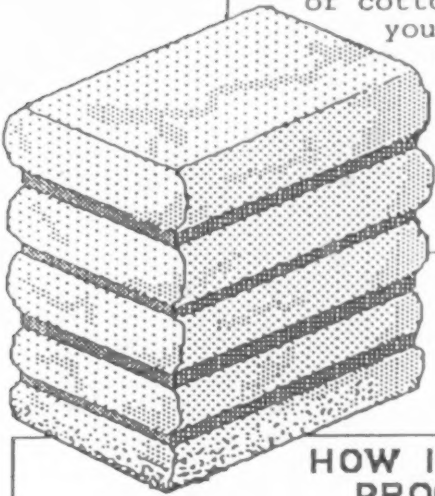
FIELDCREST CANNON, INC.
OCCUPATIONAL HEALTH SERVICES

WHAT IS COTTON DUST?

Cotton dust is made of very small particles such as plant material, fiber, bacteria, fungus, soil, pesticides and other contaminants that have accumulated during the growing, harvesting and processing of cotton.

WHERE IS COTTON DUST FOUND?

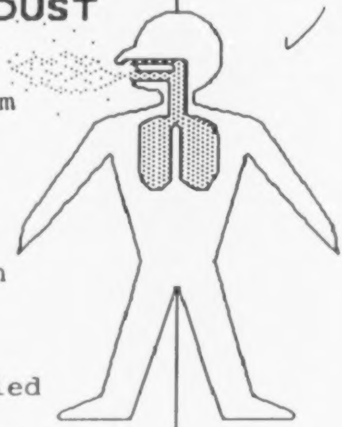
Cotton dust is present in the air during the handling or processing of cotton. For our purposes, you can consider any dust present during the handling of cotton, manufacturing of cotton yarn and weaving of fabric to be cotton dust.



HOW IS COTTON PROCESSED?

Cotton is received at the mill in very large bales. These bales are opened and the cotton goes through many steps before the final products (towels, sheets, and blankets) are created. During processing, cotton dust is released into the air.

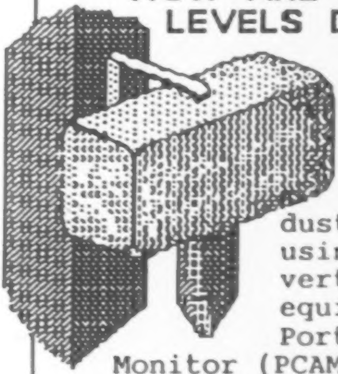
WHAT CAN COTTON DUST DO TO ME?



Cotton dust is only a problem if it is breathed into your lungs. It may then cause problems such as a tight feeling in your chest or shortness of breath. High exposures for many years can cause a disease called byssinosis.

Byssinosis is sometimes called "Brown Lung," however, this is a misleading name because cotton dust does not cause the lung to turn brown.

HOW ARE COTTON DUST LEVELS DETERMINED?



Cotton dust levels are measured by the Industrial Hygiene Department at least once a year. Cotton dust levels are measured using either a standard vertical elutriator or an equivalent method such as a Portable Continuous Aerosol Monitor (PCAM). Data is collected for an eight-hour shift. The data is then analyzed by Fieldcrest Cannon occupational health professionals and recommendations are made for ways to control cotton dust exposures.

HOW MUCH COTTON DUST CAN I BE EXPOSED TO?

The Occupational Safety and Health Administration (OSHA) allows three different levels of exposure:

YARN MANUFACTURING:

200 MICROGRAMS PER CUBIC METER AVERAGED OVER AN 8-HOUR DAY

WASTE HOUSE:

500 MICROGRAMS PER CUBIC METER AVERAGED OVER AN 8-HOUR DAY

SLASHING & WEAVING:

750 MICROGRAMS PER CUBIC METER AVERAGED OVER AN 8-HOUR DAY

You can compare 200 micrograms per cubic mete to a few grains of salt inside a large refigerator.

A copy of the OSHA COTTON DUST STANDARD is available from your supervisor. You may also call Fieldcrest Cannon Occupational Health Services for more information.

Because of our efforts to control cotton dust with engineering methods, actual cotton dust exposures are usually much less than the OSHA exposure limits.

WHAT IS DONE ONCE COTTON DUST LEVELS ARE DETERMINED?

Once cotton dust levels are determined, the results are posted in your department on a bulletin board. If the cotton dust levels are above the OSHA limits, several things can happen:

CONTROL SYSTEMS:
Ventilation systems can be installed. These are systems of ducts and vents connected to a large fan which remove the cotton dust from the air.

ISOLATION:
Certain operations are enclosed to prevent cotton dust from entering the atmosphere you breath.

HEALTH SCREENING:
At least once a year Fieldcrest Cannon medically tests employees exposed to cotton dust. This consists of a medical questionnaire and lung function test (breathing test). The breathing test measures your lung function and must be done before you begin your workday. After you have worked at least four hours, a second test is done to detect any change in your lung function.

Your tests are evaluated by Health Care Professionals. If a problem is discovered, it will be referred to a Lung Specialist. You are notified in writing of your results which are kept in your medical records.

PERSONAL PROTECTION:

In areas where the cotton dust levels are above the OSHA limit, you are required to wear respiratory protection.

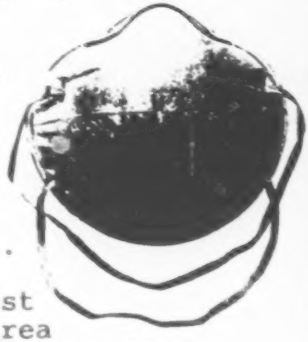
In areas where cotton dust levels are below the OSHA limits, you may wear respiratory protection if you like.

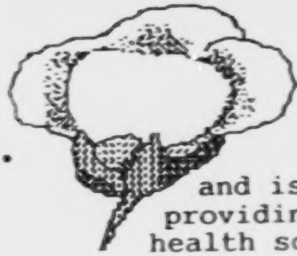
At Fieldcrest Cannon, we use disposable dust masks to protect employees from cotton dust. If you are required to wear respiratory protection, it is very important to wear it correctly:

1. Get a fresh dust mask every day from your supervisor or designated person.

2. The dust mask needs to fit snugly to work properly. Adjust the straps and pinch the metal nosepiece so that you get a tight fit.

3. Always wear your dust mask in your work area unless you are told otherwise.





FIELDCREST CANNON
is concerned about you...

and is controlling cotton dust levels, providing dust masks, and conducting health screening for your protection.

YOU NEED TO DO YOUR PART BY. . .

- Having an annual lung function test
- Wearing a dust mask when required
- Keeping the dust levels low by carefully cleaning and maintaining equipment
- Not using pressurized air to blow off your clothes
- Practicing good safety and health habits

We must work together to insure the success of our Cotton Dust Control Program and protect your health.

IT MAKES GOOD SENSE FOR ALL OF US!

If you need more
information
contact your
supervisor or
Occupational Health
Services.

FIELDCREST CANNON, INC.™

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Work Specific Literature

Fieldcrest Cannon makes every effort to protect your hearing by measuring noise levels and providing you with annual hearing tests and hearing protection. Remember, hearing tests are conducted for your benefit! Hearing Conservation is a joint effort between you and Fieldcrest Cannon. ***Wear your hearing protection at all times!*** Avoid noise at home by turning down loud music and wearing earplugs when you are using loud equipment.

If you have any questions about noise, hearing conservation or hearing tests, ask your supervisor or call Occupational Health Services.

MY JOB TITLE IS:

____

MY NOISE EXPOSURE IS:

____________________ **decibels**

I DO/DO NOT HAVE TO WEAR EARPLUGS

(circle the appropriate answer)

Fieldcrest Cannon, Inc.
Occupational Health Services

NOISE:

An Employee's Guide to Hearing Conservation

What is NOISE?

Noise is any unwanted sound. It can originate at home or work. It can come from anywhere - a chainsaw, loud music, a rifle shot or from machines at work.

What can NOISE do to me?

Too much noise for long periods of time can cause a ***permanent hearing loss***. You may not even notice a hearing loss at first - it occurs very slowly. Noise induced hearing loss can not be reversed!

How does hearing loss occur?

Sound enters your ears in sound waves. These sound waves hit your eardrum and are converted to pressure changes in the inner ear. This causes special nerves to impulse which are read by your brain as sound. When these nerves are exposed to too much pressure, they can be damaged. You may have noticed that if you listen to loud music for several hours that your ears "ring." This is a **TEMPORARY THRESHOLD SHIFT**, or a temporary reduction in hearing. Several hours of quiet will restore your hearing, but if the noise is repeated often enough, *the hearing loss becomes permanent*. There is no medical treatment for this type of hearing loss and hearing aids ***do not help***.

How much NOISE is too much NOISE?

The Occupational Safety and Health Administration (OSHA), allows noise exposures of up to 90 decibels for eight hours. Fieldcrest Cannon has even stricter exposure limits for maximum protection:

85 decibels - 8 hour shift
82 decibels - 12 hour shift

A decibel is a unit of noise measurement.

How is NOISE measured?

Noise is measured by the Industrial Hygiene Department using Sound Level Meters and other special devices. Noise surveys are performed routinely and when significant equipment changes are made.

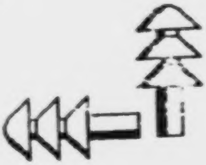
You might be asked to wear a small device the size of a portable radio for the day to determine your actual noise exposure.

Since it is your **legal right** to know your noise exposure, a report showing your noise exposure is posted in your department.

What if the NOISE level in my department is too high?

Engineering controls are first considered when there is too much noise where you work. If engineering controls are not possible, you must wear hearing protection devices to reduce your noise exposure to acceptable levels and protect your hearing. Hearing protection devices can be earplugs or ear muffs. You will be fitted with hearing protection devices by the Medical Department and shown the proper way to wear them.

If you are required to wear ear-plugs or earmuffs, you must wear them the entire time you are in your work area.



What if earplugs hurt my ears?

Earplugs, if they fit properly, will not hurt your ears. They may feel a little awkward at first, but you will soon get used to them. If they hurt your ears, ask your supervisor to send you to Occupational Health Services so that you may be fitted with more comfortable earplugs.

Don't earplugs make it hard to hear instructions or warnings?

Not at all! In fact, earplugs make it easier for most people to hear since they tend to block out background noise. Hearing loss can occur by **NOT WEARING YOUR EARPLUGS!**

What happens if I don't wear my earplugs when I should?

Not wearing your earplugs hurts you and can contribute to a permanent hearing loss. As an employee of Fieldcrest Cannon, you are required to wear earplugs if your job is in a noisy area. If you do not wear your earplugs, you are subject to disciplinary measures which include being terminated.

How long will my earplugs last?

Under normal conditions, permanent earplugs will last several months up to a year or more. If they show any sign of wear, get replacement earplugs from your supervisor. Make sure that you wash your earplugs every day.

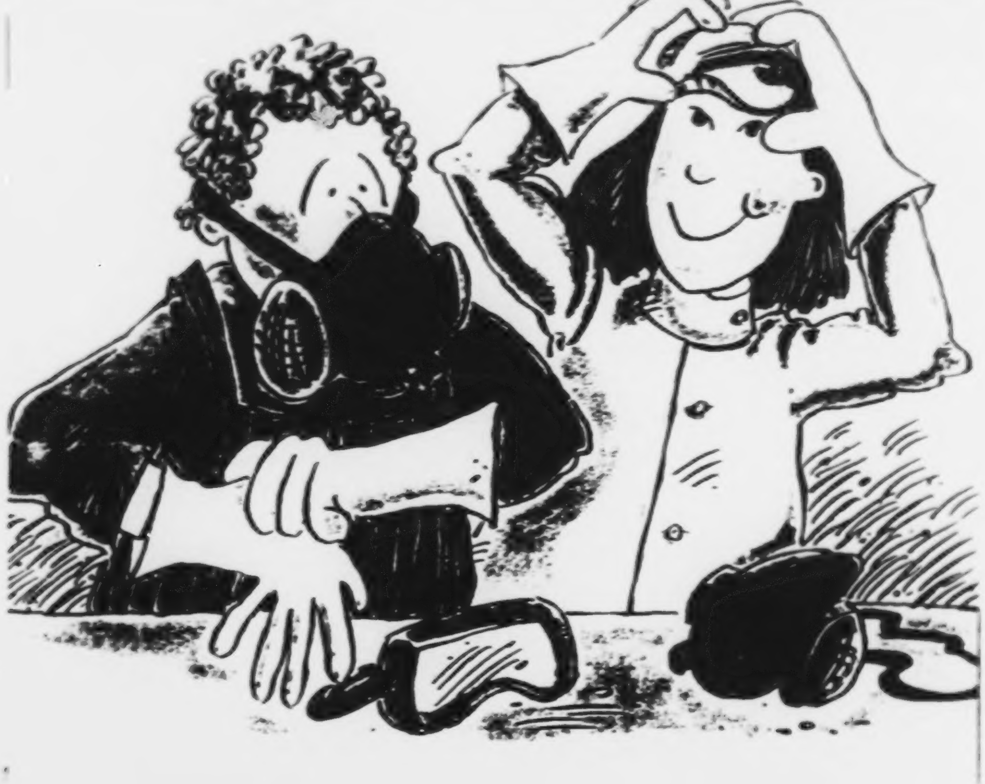
- readability ✓

Do you test my hearing?

Yes, your hearing is tested every year. The test is called an audiogram. Your hearing is tested at several frequencies and is compared to the first hearing test you received when you were employed. If a hearing loss is detected, you will be informed and instructed again in the proper wearing of hearing protection. You need to minimize noise exposure for 14 hours prior to your hearing test. This can be accomplished by properly wearing earplugs continuously prior to your hearing test. When you are scheduled for a hearing test, please be prompt. Give your full cooperation to the technician performing the hearing test.

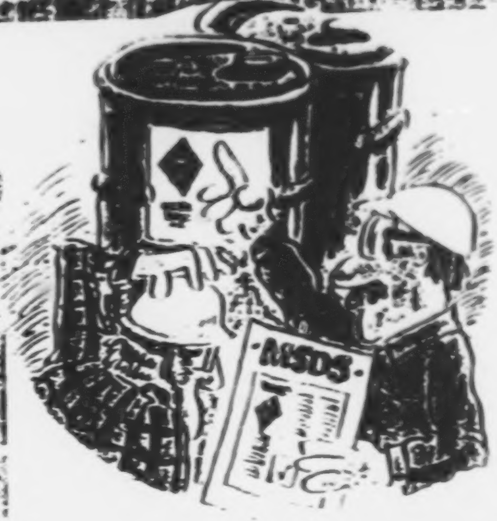
Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Work Specific Materials

WORKPLACE HAZARDS

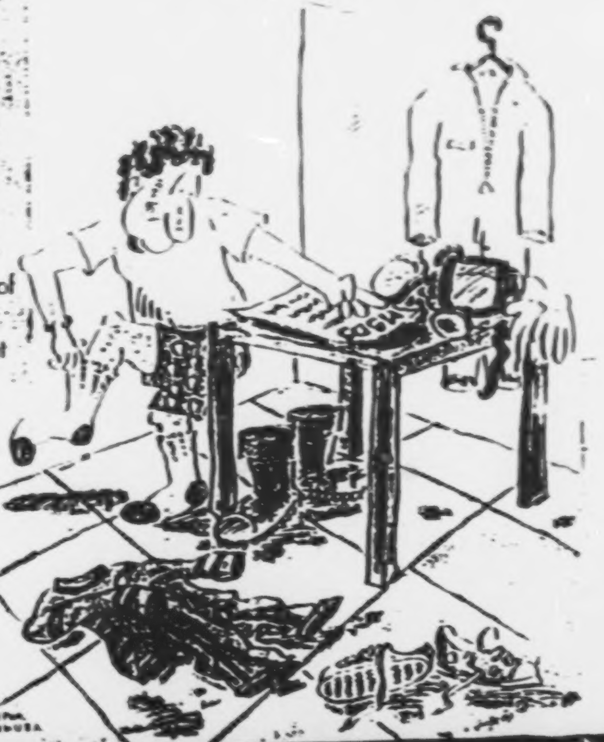


And your right to know

WHAT IS HAZARD COMMUNICATION?



The Occupational Safety and Health Administration has designated over 600 industrial chemicals as hazards. Because these chemicals pose a threat to health and safety, your employer is committed to keeping you informed through a hazard communication program. This type of program specifies the risks associated with the chemicals in your work place and lets you know what the hazards are and how you can protect against them. Your company should have a written outline of its hazard communication program to let you know what is being done to maintain a safe work place.



In addition to individual company programs and numerous state or local "Right to Know" laws, the Occupational Safety and Health Administration's (OSHA) Hazard Communication Standard details federal standards, rights and regulations regarding chemical hazards in the work place.

In the standard, OSHA requires all industries to:

1. Develop a written hazard communication program
2. Maintain proper labelling of chemicals
3. Maintain Material Safety Data Sheets (MSDSs)
4. Inform other employers, that is, multi-employer worksite and commercial customers in retail stores, of any potential chemical hazards.

The Standard specifies the duties of the employer as well as the rights and duties of workers who handle hazardous chemicals. In essence, the Standard ensures your right to work in a safe and healthy atmosphere.

BEST COPY AVAILABLE

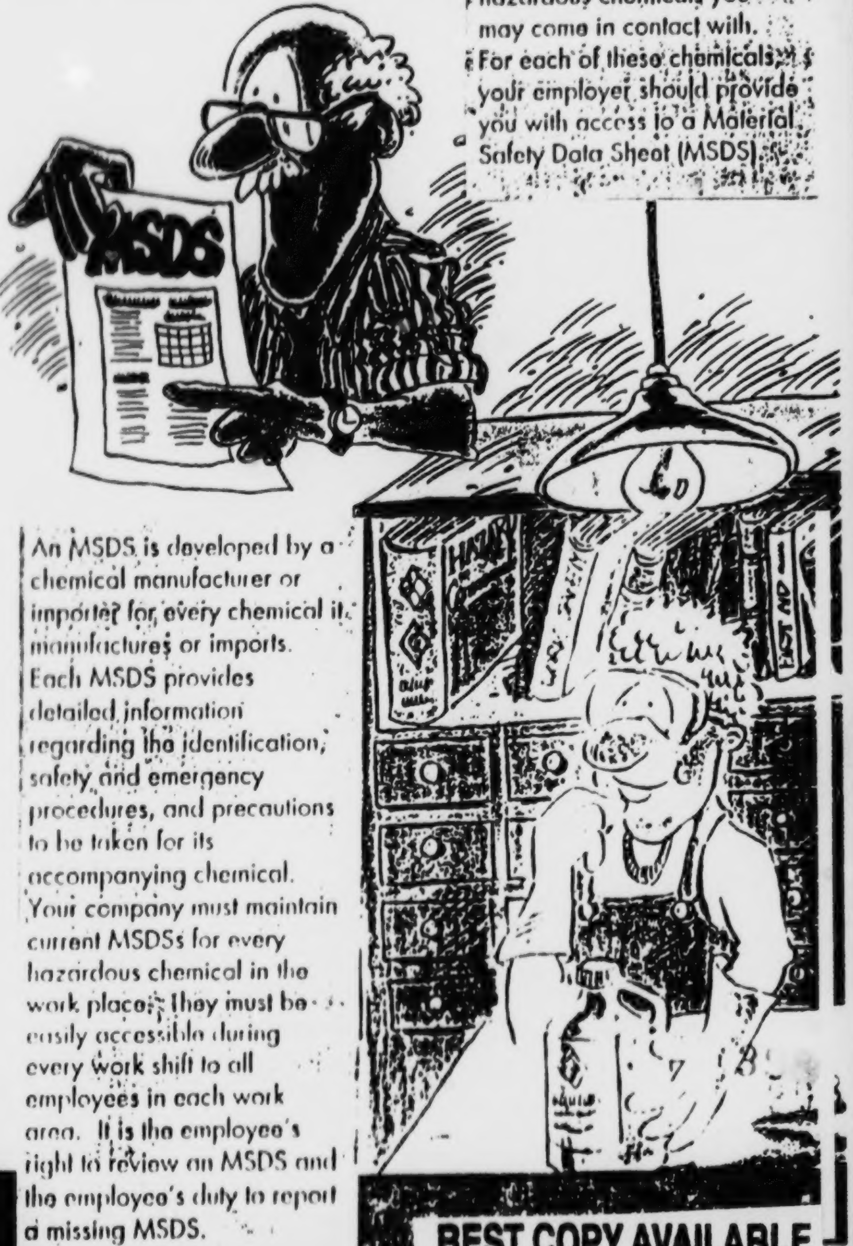
YOUR RIGHT TO TRAINING

Every employee has a right to training about hazardous chemicals and it is the employer's duty to provide such training. Your employer is required to provide training that includes:

- How to recognize the presence or accidental release of hazardous chemicals.
- Emergency procedures and protective measures, including personal protective equipment, to be used when handling hazardous substances.
- Specific health and safety hazards associated with hazardous chemicals you may come in contact with in the work place.
- Information regarding warning labels and Material Safety Data Sheets (MSDSs) as well as how to obtain and use this information.

It is the employee's right to ask for further information and the duty of the employer to provide it.

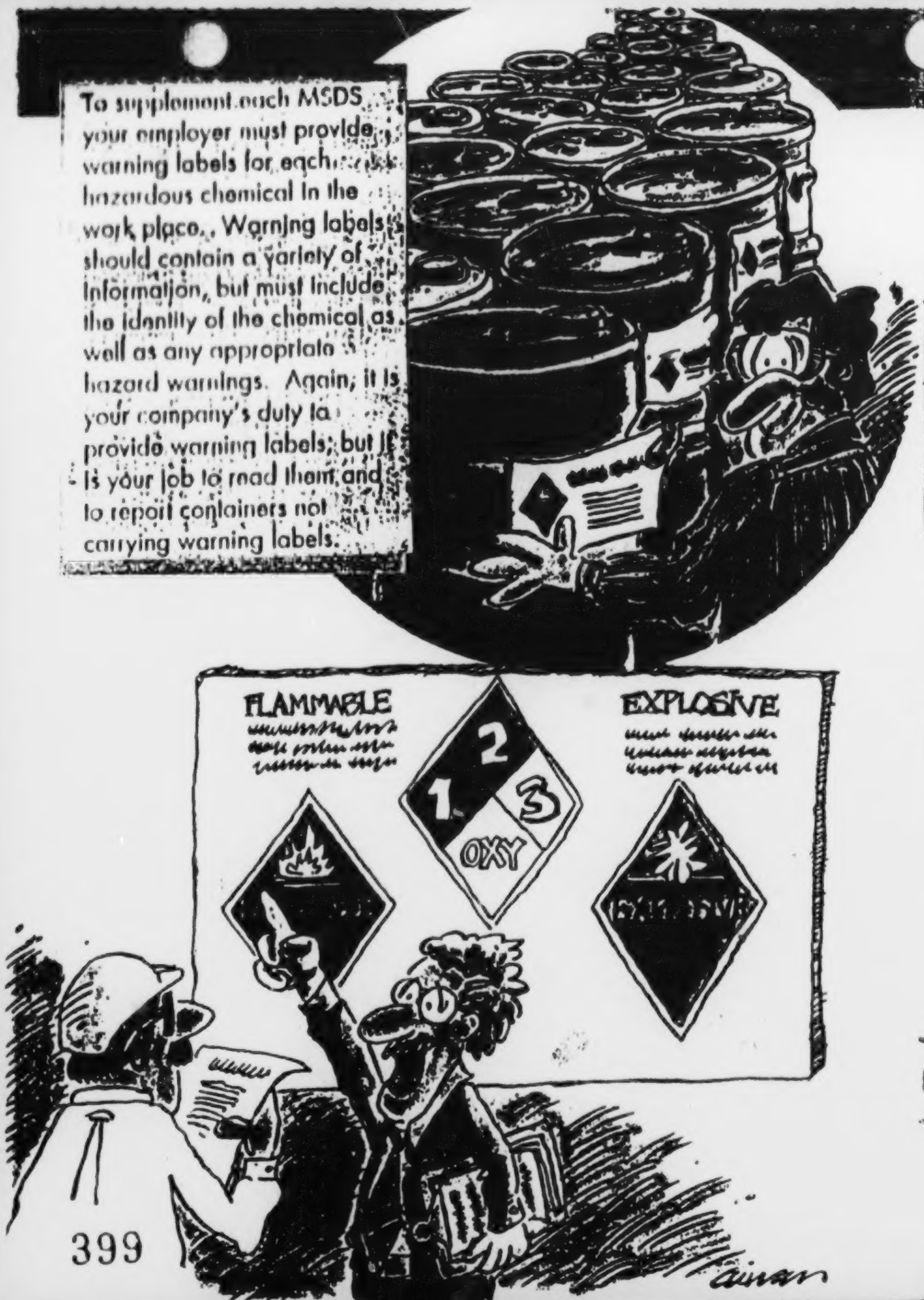
Additionally, your employer must provide you with a list of hazardous chemicals you may come in contact with. For each of these chemicals, your employer should provide you with access to a Material Safety Data Sheet (MSDS).



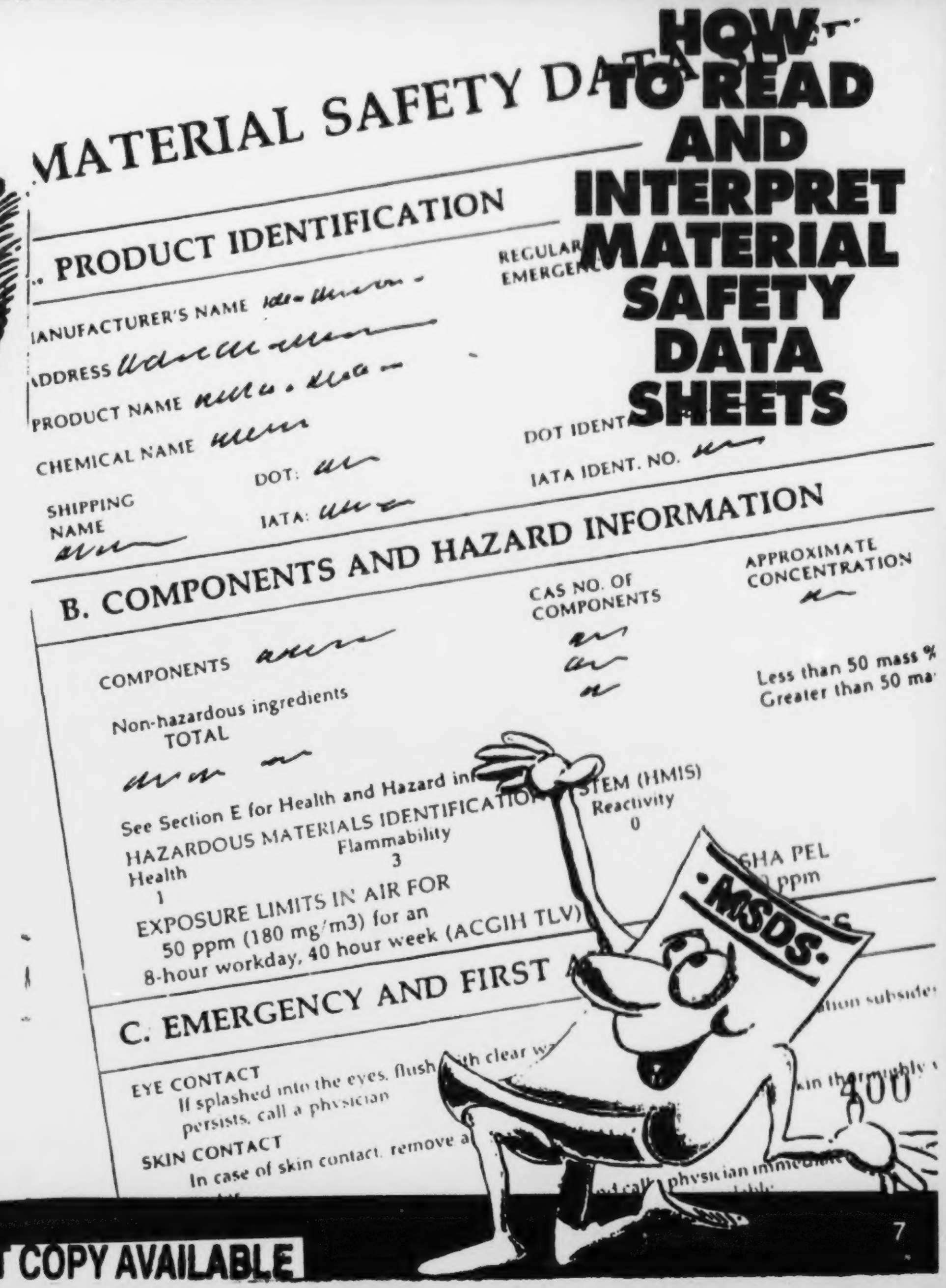
An MSDS is developed by a chemical manufacturer or importer for every chemical it manufactures or imports. Each MSDS provides detailed information regarding the identification, safety and emergency procedures, and precautions to be taken for its accompanying chemical. Your company must maintain current MSDSs for every hazardous chemical in the work place. They must be easily accessible during every work shift to all employees in each work area. It is the employee's right to review an MSDS and the employee's duty to report a missing MSDS.

BEST COPY AVAILABLE

To supplement each MSDS, your employer must provide warning labels for each hazardous chemical in the work place. Warning labels should contain a variety of information, but must include the identity of the chemical as well as any appropriate hazard warnings. Again, it is your company's duty to provide warning labels; but it is your job to read them and to report containers not carrying warning labels.



HOW TO READ AND INTERPRET MATERIAL SAFETY DATA SHEETS



MATERIAL SAFETY DA

. PRODUCT IDENTIFICATION

REGULAR
EMERGENC

ANUFACTURER'S NAME

DDRESS

PRODUCT NAME

CHEMICAL NAME

DOT IDENT

SHIPPING NAME

DOT:

IATA:

IATA IDENT. NO.

B. COMPONENTS AND HAZARD INFORMATION

CAS NO. OF COMPONENTS

APPROXIMATE CONCENTRATION

COMPONENTS

Non-hazardous ingredients

TOTAL

Less than 50 mass %
Greater than 50 ma

See Section E for Health and Hazard inf

HAZARDOUS MATERIALS IDENTIFICATIO STEM (HMIS)

Health 1

Flammability 3

Reactivity 0

SHA PEL
ppm

EXPOSURE LIMITS IN AIR FOR
50 ppm (180 mg/m3) for an
8-hour workday, 40 hour week (ACGIH TLV)

C. EMERGENCY AND FIRST A

EYE CONTACT
If splashed into the eyes, flush with clear wa
persists, call a physician

ation subside

SKIN CONTACT
In case of skin contact, remove a
kin thoroughly
d call physician immediate

BEST COPY AVAILABLE

Each hazardous chemical in your work area has an MSDS. Though they may vary in appearance, each MSDS gives you the same information outlined below.

1. **Product Identification:** The first section lists the chemical and trade name, and the manufacturer's name and address. An emergency phone number may also appear in this section.

2. **Components and Hazard Information:** This section lists the hazardous ingredients as well as safe exposure limits.

3. **Emergency and First Aid Procedures.** This section lists the procedures to be followed in the event that the chemical is inhaled, ingested or comes in contact with skin or eyes.

4. **Fire and Explosion Hazard Information.** This section lists the chemical's potential to catch fire or explode. You'll see the words "flash point," the temperature at which the chemical ignites. This section also lists "extinguishing media and fire fighting procedures," that is, what puts out the fire safely—a water spray, fog or other variety of fire extinguisher.

5. **Health Hazard Information.** This section lists toxicity information, the effects of overexposure to the chemical (signs and symptoms) as well as the product's carcinogenicity.

6. **Physical Data.** This section lists information about the chemical's appearance, odor, evaporation rate, melting point, viscosity and other characteristics.

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7. Reactivity. This section lists which materials the chemical should not come in contact with, such as water. It also lists the conditions that would cause a dangerous reaction, such as heat or direct sunlight.

8. Spill or Leak Procedures. This section lists the steps to be taken in case the chemical is released or spilled. This includes what materials to use to clean up the spill and which personal protective equipment you should wear during cleanup. This section may also list information on safe chemical disposal.

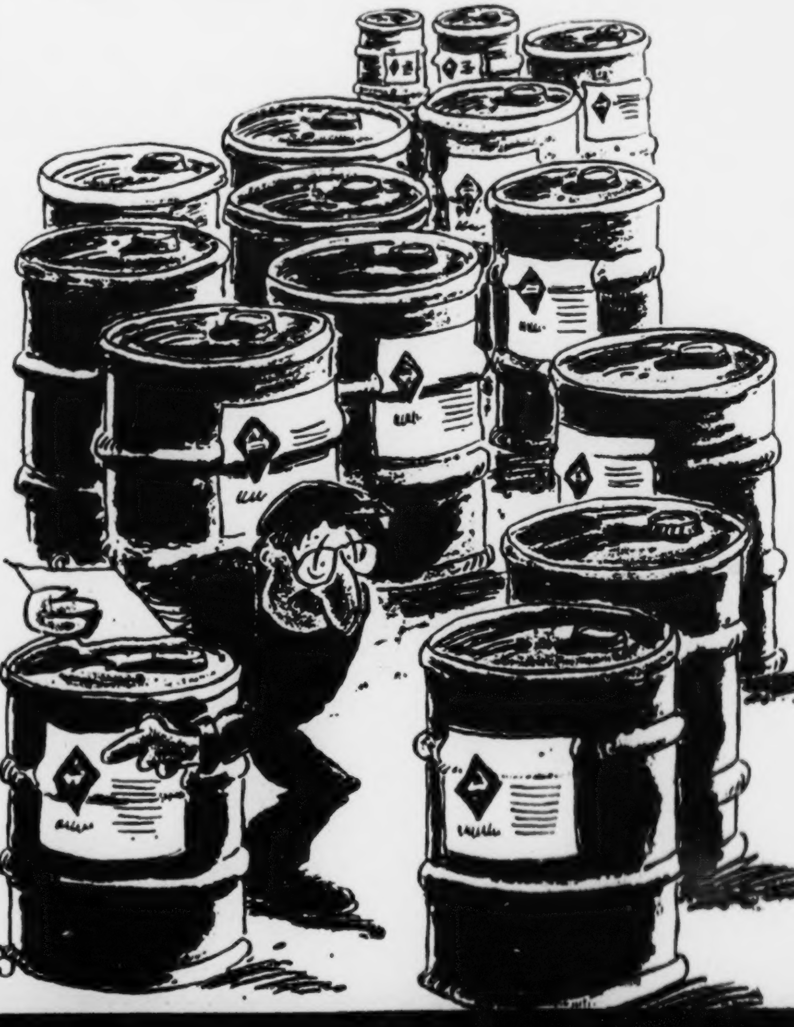
9. Protection and Precautions. This section lists the personal protective equipment you must use. It also includes information on safe handling and storage and any other precautions that you should take.

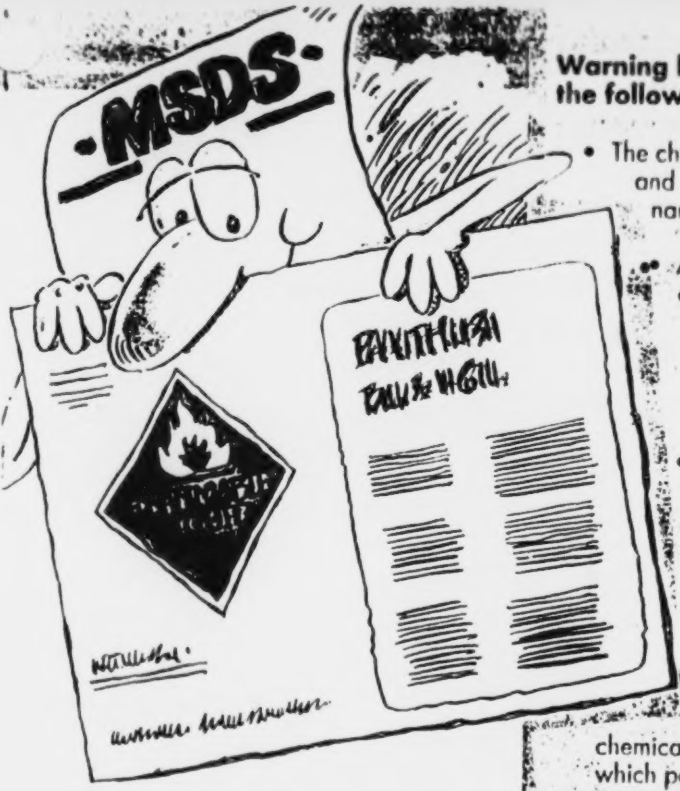
Familiarize yourself with the detailed information on each MSDS. If you have any questions about an MSDS, ask your supervisor. Know the location of MSDSs. They may be posted on a bulletin board or they may be kept in a binder in your work area.

MSDS
MSDS
PAINT THINNER

HOW TO READ WARNING LABELS

All chemicals should have not only an MSDS, but a warning label as well. It is your responsibility to read warning labels before handling or using any chemical. Though you may work with a particular chemical on a routine basis, it is important that you check the warning label each time. The chemical may be a stronger blend or it may be from a different manufacturer.





Warning labels usually list the following information:

- The chemical's trade name and the manufacturer's name and address.
- A signal word such as "danger" or "caution" to indicate the chemical's degree of hazard.
- The chemical's major hazard, such as "explosive" or "harmful if swallowed."
- Precautions to take when handling the chemical, for example, which personal protective equipment should be used.
- First aid procedures in case of exposure.
- How to handle a leak or spill.
- Proper handling and storage of the chemical.

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Remember that it is your employer's responsibility to provide warning labels, but it is your responsibility to read them. If any container does not have a warning label or if a label is torn or damaged, report it to your supervisor.

TEAMWORK AND HAZARD COMMUNICATION

To make your work place safe and healthy, you and your employer must work together. Your employer sets up a training program and collects up-to-date information on chemical hazards. But your employer also needs your help and cooperation. Work together with your supervisor and coworkers to keep your work place safe and healthy. Use your training program, MSDSs and warning labels. Ask questions if you're not sure about something covered in your training. Teamwork helps to make your work place safer.

AN ONGOING EFFORT

Hazard Communication Training is not over in just one session. It is an ongoing program your employer is required to reinitiate each time:

- **a new chemical or hazardous material is introduced to the work place.**
- **an existing chemical is altered by its manufacturer.**
- **a new health hazard is determined.**
- **OSHA revises its Hazard Communication Training Standard.**

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PUT Y R TRAINING TO THE TEST

Review what you should know about Hazard Communication by answering these questions:

1. It is an employer's responsibility to provide hazard training.
True. "Right To Know" Laws and OSHA's Hazard Communication Standard require employers to provide hazard training.

2. An employee does not have the right to ask for further hazard information after training.
False. It is the employee's right to ask for further information and the duty of the employer to provide it.

3. To determine the health hazards of a particular chemical, the employee should read the MSDS.
True. The MSDS lists health hazards along with other important information about the chemical. If you have any questions after reading about the health hazards, ask your supervisor.

4. If a chemical does not have a warning label, you can assume that it is not hazardous.
False. Never use a chemical unless you are aware of its hazards. Do not risk your safety and health. If a chemical does not have a warning label, report it to your supervisor.

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Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson Competencies

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Basic Competency Skills

Lesson 9

The following competencies were included:

Read and interpret vocational vocabulary
- Read and interpret general vocational/safety vocabulary
- Use context clues
- Recognize common words and meanings
- Demonstrate knowledge of dictionary skills -- to determine meanings, pronunciations, and spelling of work-related words
- Arrange words in alphabetical order
- Pronounce and write words in syllables
- Identify selected suffixes and base words

Read and interpret written vocational materials
- Read and interpret specific information from written materials *(Working Safely With Cotton Booklet)*
- Read and interpret written instructions *(module worksheets)*
- Read and interpret written sequential directions
- Apply commonsense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems
- Identify safe work procedures including wearing safe work attire
- Interpret work safety related publications *"Working Safely With Cotton"*

Structure sentences using Fieldcrest Cannon, Inc. work specific materials
- Construct simple sentences and paragraphs

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Write in complete sentences
- Utilize appropriate mechanics of standard English
    - i Identify parts of speech; e.g., nouns, verbs, adjectives
    - ii Recognize and utilize end punctuation marks in sentences
    - iii Recognize and utilize capitalization at the beginning of a sentence
    - iv Identify simple subjects and simple predicates

Improve critical thinking and problem solving skills
- Respond to facts by recalling the facts and details of a reading selection (RECALL)
- Draw conclusions based on the information in a reading selection
- Make inferences based on information in a reading selection
- Identify the sequence of events in a reading selection

Develop and/or improve team skills
- Working on group projects (see suggested instruction guide / group exercises)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Basic Competency Skills

Lesson 10

The following competencies were included:

Read and interpret vocational vocabulary
- Read and interpret general vocational/safety vocabulary
- Use context clues
- Clustering and mapping
- Meeting words in context
- Making connections
- Recognize common words and meanings
- Demonstrate knowledge of dictionary skills
- Read for fluency / model reading *(Instructor reads the text first -- reading for fluency)*
- Read for fluency / repeated and echo reading *(See instructors' guide / Suggested Instruction Guide)*

Read and interpret written vocational materials
- Read and interpret information from written materials *(Noise: An Employee's Guide to Hearing Conservation)*
- Read and interpret written instructions *(module worksheets)*
- Read and interpret written sequential directions
- Apply commonsense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems -- earplugs
- Identify safe work procedures including wearing safe work attire
- Interpret work safety related publications *"Noise: An Employee's Guide to Hearing Conservation"*

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Write in complete sentences
- Utilize appropriate mechanics of standard English
    - i Identify parts of speech; e.g., nouns, verbs, adjectives
    - ii Recognize and utilize end punctuation marks in sentences
    - iii Recognize and utilize capitalization at the beginning of a sentence
    - iv Identify compound words, homonyms, synonyms, antonyms, contractions, roots, prefixes, and suffixes

Improve critical thinking and problem solving skills
- Respond to facts by recalling the facts and details of a reading selection (RECALL)
- Draw conclusions based on the information in a reading selection
- Make inferences based on information in a reading selection
- Identify the sequence of events in a reading selection
- Scanning work materials to find answers

Develop and/or improve team skills
- Working on group projects *(See suggested instruction guide / group exercises)*

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Basic Competency Skills

Lesson 11

The following competencies were included.

Read and interpret vocational vocabulary
- Read and interpret general vocational/safety vocabulary
- Use context clues
- Recognize common words and meanings
- Demonstrate knowledge of dictionary skills
- Analyze and recognize parts of words (syllabication)
- Read for fluency / model reading (Instructor reads the text first -- see instructor's guide)
- Read for fluency / repeated and echo reading (See instructor's guide)

Read and interpret written vocational materials
- Read and interpret information from written materials
  (Material Safety Data Sheet / Excerpts from "Workplace Hazards")
- Read and interpret written instructions *(module worksheets)*
- Apply commonsense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems -- read MSDS
- Identify safe work procedures including wearing safe work attire -- MSDS
- Interpret work safety related publications *"Workplace Hazards"*

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Write in complete sentences
- Utilize appropriate mechanics of standard English
  - i Recognize and utilize end punctuation marks in sentences
  - ii Recognize and utilize capitalization at the beginning of a sentence
  - iii Prefixes
  - iv Suffixes
  - v Root words

Improve critical thinking and problem solving skills
- Locating information (scanning work materials to find answers)

Develop and/or improve team skills
- Working on group projects *(See suggested instruction guide / group exercises)*

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Basic Competency Skills

Lesson 12

The following competencies were included:

Read and interpret vocational vocabulary
- Read and interpret general vocational/safety vocabulary
- Use context clues
- Mapping
- Recognize common words and meanings
- Demonstrate knowledge of dictionary skills
- Read for fluency / model reading *(Instructor reads the text first -- reading for fluency)*
- Read for fluency / repeated and echo reading *(See instructors' guide / Suggested Instruction Guide)*

Read and interpret written vocational materials
- Read and interpret information from written materials *(Workplace Hazards -- and your right to know)*
- Read and interpret written instructions *(module worksheets)*
- Read and interpret written sequential directions
- Apply commonsense understanding to carry out instructions furnished in written form

Read and interpret basic health and safety procedures at the job/training site
- Read and interpret safety procedures -- MSDSs and warning labels
- Use common knowledge for safety
- Apply preventative measures prior to task to minimize problems -- read MSDSs and warning labels
- Identify safe work procedures including wearing safe work attire -- read MSDSs and warning labels
- Interpret work safety related publications *(Workplace Hazards -- and your right to know)*

Use legible writing and appropriate grammar
- Print or write legibly in ink
- Write in complete sentences
- Utilize appropriate mechanics of standard English
    - i Identify parts of speech; i.e., action and linking verbs
    - ii Recognize and utilize end punctuation marks in sentences
    - iii Recognize and utilize capitalization at the beginning of a sentence
    - iv Identify abbreviations and acronyms

Improve critical thinking and problem solving skills
- Respond to facts by recalling the facts and details of a reading selection (RECALL)
- Draw conclusions based on the information in a reading selection
- Make inferences based on information in a reading selection
- Skimming work materials to find answers
- Cloze activities

Develop and/or improve team skills
- Working on group projects *(See suggested instruction guide / group exercises)*

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 9

Introduction of Concepts

Build on the participants' experience.

1. Ask participants the following questions:
   - What is cotton dust?
   - Where is cotton dust found?
   - How is cotton processed?
   - Is cotton dust harmful?
   - How are cotton dust levels determined?
   - How can I protect myself from excessive cotton dust exposure?
2. Instruct an associate to bring a *fresh* dust mask to class. Ask him or her to demonstrate its proper use.
3. Assign associates to small groups. Instruct each group to design a poster based on one of the questions above -- see #1.

Direct Instruction

1. Review basic language skills.

QUICK REVIEW
LANGUAGE SKILLS
CAPITALIZATION AND PUNCTUATION OF SENTENCES

➲ Begin each sentence with a capital letter

➲ End each sentence with a period (.), question mark (?), or exclamation point (!)

➲ Types of sentences

- Declarative (*Telling*) - Declarative sentences make a statement about something or someone. They end with a period.
  Example: Employees are given a fresh dust mask each day.
- Interrogative (*Asking*) - Interrogative sentences ask a question. These sentences end with a question mark.
  Example: Are employees allowed to smoke in their department?
- Imperative (*Command*) - Imperative sentences give a command. These sentences end with a period. The subject is not stated but "you" is understood.
  Example: Do not wear dirty earplugs. *"You" is understood as the subject.*
- Exclamatory - Exclamatory sentences express strong feeling or excitement and end with an exclamation point.
  Example: Watch out for oil spills!

Lesson 9 (Continued)

2. Instruct participants to write several sentences in response to the following question:

How can Fieldcrest Cannon associates help insure the success of the *Cotton Dust Control Program* -- and protect their health?

- Ask associates to use each *sentence type* -- if possible
- Remember to watch for proper capitalization and punctuation

Practice Exercises

Exercise #1 (Individual)
Ask participants to research *byssinosis*. Write several sentences explaining the disease. Provide reference materials; e.g., dictionary, medical books, pamphlets, etc.

Exercise #2 (Group)
Divide the class into small groups. Instruct them to compare their research papers and rewrite the paper -- collectively.

Exercise #3 (Group)
Instruct the entire class to compare group papers and rewrite a final draft -- again, collectively. Ask a participant to type the draft on computer.

Instructor may need to help with the word processing.

Exercise #4 (Group)
A class member will be selected to read aloud the research paper. Give each class member a copy of the paper for their files. Prepare a cover sheet that includes the title and authors; i.e., class member names.

Submit paper for company newsletter

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 10

Introduction of Concepts

Build on the participants' experience.

1. Ask participants the following questions:
    - What is noise conservation?
    - Why are some associates required to wear earplugs?
    - How many decibels are allowed in your work area?
    - How many participants are on an eight hour shift? A twelve hour shift? *(See pamphlet)*
    - How is noise measured?
    - What is an audiogram? How does it work?
2. Instruct an associate to bring a *new* pair of earplugs to class. Ask him or her to demonstrate the proper wearing of hearing protection.
3. Assign associates to small groups. Instruct each group to select one section of the pamphlet entitled "Noise: An Employee's Guide to Hearing Conservation." A copy of this pamphlet can be found in the instructors' guide -- work specific literature.
4. After the selection is made, instruct each group to practice reading it until they can read it with fluency.

➲Use the echo reading technique

- The instructor will read a sentence or more -- aloud
- The group participants will repeat what was read by the instructor

Echo reading is an excellent way of building confidence and fluency

➲Continue the group exercise with repeated reading

- With this technique, the participants are divided into groups of two
- The partners will reread the selected text until it is read by both partners with a high level of fluency

Direct Instruction

1. Ask each participant to design a warning poster *(theme is to protect associate hearing)*
    - Display the posters on the walls in classroom
    - Submit copy for company newspaper

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 10

Direct Instruction (cont.)

2. Instruct participants to write several sentences on what *hearing conservation* means to them.

Practice Exercises

Continue with fluency exercises outlined in the Introduction of Concepts section, items 3 and 4.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 11

Introduction of Concepts

Build on the participants' experience.

1. Ask participants the following questions:
    - What is the purpose of material safety data sheets (MSDS)?
    - Where are the sheets located?
    - How many times per week do you reference MSDSs?
    - How are the sheets arranged? By company? By product?
    - Are the sheets difficult to read?
    - Are associates allowed to make copies of the sheets?
2. Instruct an associate to bring a *MSDS* to class. Ask him or her to explain the basic outlay of the document.
3. Assign associates to small groups. Instruct each group to select one section of the pamphlet entitled "Workplace Hazards and Your Right to Know -- section *How to read and interpret material safety data sheets*". A copy of this pamphlet section can be found in the instructors' guide -- work specific literature.
4. After the selection is made, instruct each group to practice reading it until they can read with fluency.

➲Use the echo reading technique

- The instructor will read a sentence or more -- aloud
- The group participants will repeat what was read by the instructor

Echo reading is an excellent way of building confidence and fluency

➲Continue the group exercise with repeated reading

- With this technique, the participants are divided into groups of two
- The partners will reread the selected text until it is read by both partners with a high level of fluency

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 11

Direct Instruction

1. Ask each participant to design an MSDS chart
    - Outline (flowchart) document information
    - Display the charts on the walls in classroom
    - Submit copy for company newspaper

2. Instruct participants to write several sentences on how they use MSDSs.

Practice Exercises

Continue with fluency exercises outlined in the Introduction of Concepts section, items 3 and 4. Instruct associates to exchange their section with another team.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 12

Introduction of Concepts

Build on the participants' experience.

1. Ask participants to respond to the following:
    - Describe Fieldcrest Cannon's hazard communication program
    - List some of the 600+ designated hazardous chemicals
    - Discuss the significance of warning labels
    - Outline the procedure for reporting containers missing warning labels
    - Outline the procedure for reporting containers with torn or damaged warning labels
    - List OSHA standards relating to hazard communication
2. Instruct each associate to write several sentences on the following topic:

    What Hazard Training At Fieldcrest Cannon Means
3. Assign associates to small groups. Instruct each group to select one section of the pamphlet entitled "Workplace Hazards and Your Right to Know." A copy of this pamphlet section can be found in the instructors' guide -- work specific literature.
4. After the selection is made, instruct each group to practice reading it until they can read with fluency.

➲Use the echo reading technique

- The instructor will read a sentence or more -- aloud
- The group participants will repeat what was read by the instructor

Echo reading is an excellent way of building confidence and fluency

➲Continue the group exercise with repeated reading

- With this technique, the participants are divided into groups of two
- The partners will reread the selected text until it is read by both partners with a high level of fluency

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Suggested Instruction Guide

Lesson 12

Direct Instruction

1. Ask each participant to design a poster on Hazard Communication and Training at Fieldcrest Cannon, Inc.
    - Outline (flowchart) document information
    - Display the charts on the walls in classroom
    - Submit copy for company newspaper

2. Instruct participants to draw or sketch a warning sign that is posted in their work area. Ask them to write several sentences explaining the sign. Present to class.

Practice Exercises (Group)
Continue with fluency exercises outlined in the Introduction of Concepts. Instruct associates to exchange their section with another team.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section

Method
Gunning's Fog Index, Flesch-Kincaid Score, Flesch Reading Ease Score, and Flesch Reading Ease Grade Level

1. Gunning's Fog Index indicates how difficult the document is to read, based on the averages for sentence lengths and the number of multi-syllable words in sentences. The higher the index, the more difficult the document is to read.

2. Flesch-Kincaid Score indicates the Fog Index as a grade level. The higher the score, the more difficult the document is to read.

3. Flesch Reading Ease Scoreindicates how easy it is to read and understand the document, based on the average number of words per sentence and the average number of syllables per 100 words. The higher the score, the easier the document is to read and understand.

The highest score is 100, which indicates the document is very easy to read and understand. An average score is between 60 and 70. A low score is between 0 and 30, which indicates the document is very difficult to read and understand.

4. Flesch Reading Ease Grade Level indicates the Flesch Reading Ease Score as a grade level. A fourth grade level corresponds to a score between 90 and 100. An eighth grade level corresponds to a score between 60 and 70. A college education corresponds to a score between 0 and 30.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module III

Lesson 9

Readability Statistics	Page 24	Page 27	Page 31
Gunning's Fog Index	10.4	10.7	9.8
Flesch-Kincaid Score	8.4	6.7	7.2
Flesch Reading Ease Score	59.6	61.2	66.5
Flesch Reading Ease Grade Level	10.1	8.9	8.4

Readability Statistics	*Working Safely With Cotton* -- Pamphlet Cover	Page 2
Gunning's Fog Index	14.7	11.3
Flesch-Kincaid Score	12.9	9.1
Flesch Reading Ease Score	38.5	55.3
Flesch Reading Ease Grade Level	14.7	11.4

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module III

Lesson 10

Readability Statistics	Page 39	Page 50	Page 53
Gunning's Fog Index	6.2	7.3	10.9
Flesch-Kincaid Score	5.2	6.0	7.9
Flesch Reading Ease Score	80.8	73.2	61.6
Flesch Reading Ease Grade Level	6.9	7.7	8.8

Readability Statistics	*Noise: An Employee's Guide to Hearing Conservation*	
	Page 1	Section - Do you test my hearing?
Gunning's Fog Index	7.1	9.6
Flesch-Kincaid Score	5.1	7.3
Flesch Reading Ease Score	79.1	64.1
Flesch Reading Ease Grade Level	7.1	8.6

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module III

Lesson 11

Readability Statistics	Page 65	Page 73	Page 76
Gunning's Fog Index	6.4	7.0	12.0
Flesch-Kincaid Score	6.3	4.1	8.0
Flesch Reading Ease Score	54.4	74.3	58.1
Flesch Reading Ease Grade Level	11.7	7.6	10.6

Readability Statistics
Workplace Hazards -- Section: *How to read and interpret material safety data sheets*

	Page 9
Gunning's Fog Index	14.6
Flesch-Kincaid Score	11.6
Flesch Reading Ease Score	33.6
Flesch Reading Ease Grade Level	15.5

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Readability Tests for Safety Section -- Module III

Lesson 12

Readability Statistics	Page 81	Page 92	Page 103
Gunning's Fog Index	5.7	13.1	10.9
Flesch-Kincaid Score	3.1	8.7	9.1
Flesch Reading Ease Score	85.3	54.6	49.5
Flesch Reading Ease Grade Level	6.5	11.6	13.1

Readability Statistics	*Workplace Hazards -- And your right to know* Page 12
Gunning's Fog Index	12.1
Flesch-Kincaid Score	10.0
Flesch Reading Ease Score	52.9
Flesch Reading Ease Grade Level	12.1

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 9

Page 1 Total points (0)

Page 2 Total points (4)
1. b 2. c 3. d 4. a

Page 3 Total points (2)
1. d 2. b

Page 4 Total points (3)
1. exposure 2. aspects 3. respiratory

Page 5 Total points (0)

Page 6 Total points (2)
1. a 2. c

Page 7 Total points (0)

Page 8 Total points (1)
Answer - b

Page 9 Total points (3)
Sequence 2,1,3

Page 10 Total points (0)

Page 11 Total points (3)
Scoring - instructor's discretion *(Note: Correct capitalization and punctuation)*

Page 12 Total points (0)
Check vocabulary notebooks

Page 13 Total points (2)
1. chest 2. a disease

Page 14 Total points (4)
1.) T 2. F, Cotton dust will **not** cause your lungs to turn brown. 3.) T
4.) F, Cotton dust may cause a tight feeling in your chest.

Page 15 Total points (0)

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 9 (continued)

Page 16 Total points (2)

1. analyze, elutriator, equivalent, exposure, hygiene, measure, method, recommendation, standard, vertical

2.

e/lu/tri/a/tor	elutriator
e/quiv/a/lent	equivalent
rec/om/men/da/tion	recommendation
hy/giene	hygiene

Page 17 Total points (4)

prevention, designation, recommendation, inspection

Page 18 Total points (5)

Scoring - instructor's discretion *(Note: Correct capitalization and punctuation)*

Page 19 Total points (2)

Answers will vary / sample answer: The data is used to make recommendations for ways to control cotton dust exposure.

Page 19A Total points (3)

1. c 2. d 3. b,c, or d *(ask associate to explain answer)*

Page 20 Total points (0)

Page 21 Total points (0)

Page 22 Total points (5)

1. Answers will vary
2. Answers will vary (See page 20 -- worksheet)
3. No, You can compare 200 micrograms per cubic meter to a few grains of salt inside a large refrigerator
4. ...from my supervisor or Fieldcrest Cannon Occupational Health Services
5. ...because of Fieldcrest Cannon's continued efforts to control cotton dust exposure

Page 23 Total points (0)

Page 24 Total points (0)

Page 25 Total points (8)

1. ventilation 2. questionnaire 3. determine 4. isolation 5. duct 6. specialist
7. atmosphere 8. breathe

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 9 (continued)

Page 26 Total points (6)

1. systems	system	s
2. removes	remove	s
3. specialist	special	ist
4. protection	protect	ion
5. disposable	dispose	able
6. correctly	correct	ly

Page 27 Total points (0)

Page 27A Total points (6)
1. noun 2. verb 3. noun 4. noun 5. adjective
Alphabetical Order -- disposable, protection, removes, specialist, systems

Page 28 Total points (4)
1. Employees complete
2. Ventilation systems remove
3. A lung function test is given
4. Dust masks will protect

Page 28A Total points (0)

Page 29 Total points (6)
1. c - determined 2. a - above 3. d - include
1. b - installed 2. c - connected 3. d - large

Page 30 Total points (2)
1. a 2. c

Page 31 Total points (8)
1. F 2. T 3. T 4. F 5. T 6. F 7. F 8. T

Page 32 Total points (1)
Sample answer: If cotton dust levels are above the OSHA limit, I am required to wear respiratory protection -- a dust mask.

Page 33 Total points (3)
Sequence 3, 2, 1

Page 34 Total points (0)

Page 35 Total points (2)
Answer will vary / refer to page 34

Lesson 9 (continued)

Page 36 Total points (4)
1. At least once a year
2. Fieldcrest Cannon Occupational Health Professionals
3. Slashing Room
4. At least once a year

Page 37 Total points (5)
1. T 2. T 3. F 4. F 5. T

Maximum Points = 100

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 10

Page 38 Total points (0)

Page 39 Total points (5)
1. Circle *earplugs / earmuffs* 2. Circle *earplugs / background* 3. Circle *eardrum*

Page 39A Total points (0)

Page 40 Total points (7)
Answers may vary 1. here 2. too, to 3. bye 4. not 5. eye 6. so, sow 7. bee

Page 41 Total points (5)
1. e 2. c 3. d 4. b 5. a

Page 42 Total points (9)
1.c 2. e 3. f 4. g 5. h 6. b 7. i 8. a 9. d

Page 43 Total points (2)
1. you're 2. Don't

Page 44 Total points (9)
1. ex pose expose
2. de part depart
3. re port report
4. re duce reduce
5. de vice device
6. pro vide provide
7. con duct conduct
8. super vision supervision
9. per form perform

Page 45 Total points (4)
1. machine s machines
2. slow ly slowly
3. equip ment equipment
4. comfort able comfortable

Page 46 Total points (0)

Page 47 Total points (10)
Scoring - instructor's discretion / answers will vary
Examples: Work / telephone ringing, buzzers, forklift, etc. Home / television, radio, stereo, etc.
Traffic / sirens, squealing breaks, crashes, etc. Store / announcements, baby crying, etc.

Page 48 Total points (0) Check vocabulary notebooks

Page 49 Total points (5)
1. Answers will vary / ex. turn backward, hearing loss can not be corrected, ... 2. No
3. No, there is no medical treatment for this type of hearing loss. 4. Long-term, forever, ... 5. circle *false*

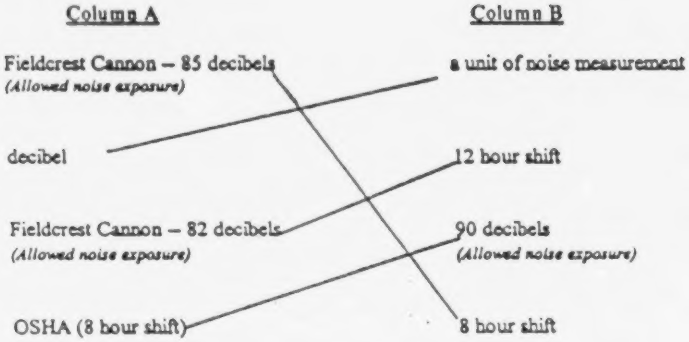
Page 50 Total points (3)
1. A temporary reduction in hearing
2. inner ear
3. Answers will vary -- Example: When loud noise is repeated often enough to create a permanent hearing loss.
Support - Sentence # 7

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 10 (continued)

Page 51 Total points (0)

Page 52 Total points (8)



Column A	Column B
Fieldcrest Cannon – 85 decibels *(Allowed noise exposure)*	a unit of noise measurement
decibel	12 hour shift
Fieldcrest Cannon – 82 decibels *(Allowed noise exposure)*	90 decibels *(Allowed noise exposure)*
OSHA (8 hour shift)	8 hour shift

Page 53 Total points (2) Answers will vary

Page 54 Total points (4)
1. noise 2. routinely 3. exposure 4. department

Page 55 Total points (0)

Page 56 Total points (4) Answers will vary / Scoring - instructor's discretion

Page 57 Total points (5)
1. controls regulations 3. protection safety 5. acceptable reasonable
2. considered studied 4. devices equipment

Page 58 Total points (3)
1. fit 2. awkward 3. supervisor

Page 59 Total points (2)
1. c 2. d

Page 60 Total points (3)
1. permanent 2. terminated 3. required

Page 61 Total points (4) 1-4 Answers will vary / Scoring - instructor's discretion

Page 62 Total points (0)

Page 63 Total points (4)
1. b 2. d 3. d 4. a

Maximum Points = 100

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 11

Page 64 Total points (0)

Page 65 Total points (3)
1. d 2. d 3. d

Page 66 Total points (0)

Page 67 Total points (2)
1. hazardous 2. access

Page 68 Total points (6)
1. d, recent 2. c, convenient 3. a, responsibility

Page 69A Total points (0)

Page 69 Total points (6)
1. Lubrication Engineers, Inc. 2. 1250 Almasol High Temp. Lubricant
3. No / A formula does not exist for this product (answers will vary)
4. 817-834-6321

Page 70 Total points (6)
1. The color is red.
2. The quality or state of being viscous (viscid - having an adhesive quality; sticky) / answers may vary
3. Susceptible of being dissolved in or as if in a fluid / answers may vary

Page 71 Total points (8)
1. 3 2. Answers will vary. Look for correct sentence structure, punctuation, and capitalization
3. Proprietary: One that possesses, owns, or holds exclusive right to something / answers may vary

Page 72 Total points (10)
1. Do not direct a solid stream of water into fire / treat as a petroleum oil fire / respiratory protection required for fire fighting personnel
2. Respiratory protection

Page 73 Total points (10)
1. (a) toxic (b) ity (c) 4 (d) Of, relating to, or caused by a poison or toxin
2. The product may cause mild dermatitis upon prolonged contact and is expected to be an eye and lung irritant
3. (a) carcinogen (b) 7 (c) a substance or agent producing or inciting cancer

Page 74 Total points (8)
1. ✓ 2. ✗ 3. ✓ 4. ✗

Page 75 Total points (10)
1. Contact with nuclear radiation and strong oxidizing materials
2. (a) oxidize (b) ing (c) 4 (d) to combine with oxygen (answers may vary)
3. (a) compatible (b) in (c) 7 (d) not capable of existing or operating together in harmony

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Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 11 *(continued)*

Page 76 Total points (8)
1. ✓ 2. × 3. ✓ 4. ×

Page 77 Total points (0)

Page 78 Total points (8)
1-4 Answers will vary

Check vocabulary notebooks -- Instructor's discretion
Total points available (15)

Maximum Points = 100

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 12

Page 80 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 81 Total points (0)

Page 82 Total points (4)

1. Over 600
2. Occupational Safety and Health Administration OSHA
3. Sample answer -- A hazard communication program is an activity that specifies the risks associated with the chemicals in your workplace and lets you know what the hazards are and how you can protect against them.
4. Yes

Page 82A Total points (0)

Page 83 Total points (4)
1. communication 2. specify 3. designate 4. industrial

Page 84 Total points (8)
1. designated 2. chemicals 3. specifies 4. communication

Page 85 Total points (5)
Answers will vary -- zip codes

Page 86 Total points (10)
1. Draw a line to letter c 2. Draw a line to letter a 3. Draw a line to letter e
4. Draw a line to letter b 5. Draw a line to letter d

Page 87 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 88 Total points (0)

Page 89 Total points (6)
1. developed 2. maintains 3. are kept

Page 90 Total points (5)
Circle letter c

Page 91 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 92 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 12 (Continued)

Page 93 Total points (7)
Answers will vary

Page 94 Total points (4)
1. The employer or Fieldcrest Cannon, Inc. 2. Every employee 3. five –5 4. ✓ d

Page 95 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 96 Total points (4)
1. provide 2. variety 3. include 4. read

Page 97 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 98 Total points (5)
Answers will vary

Page 99 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 100 Total points (2)
Answers will vary

Page 101 Total points (2)
Associate name should be written beside selected topic

Page 102 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 103 Total points (5)
1. × 2. ✓ 3. ✓ 4. ✓ 5. ✓

Page 104 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Page 105 Total points (2)
Answers will vary

Page 106 Total points (2)
Scoring - instructor's discretion
Check vocabulary notebook and worksheet

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Answer Key

Lesson 12 (Continued)

Page 107 Total points (2)
Circle letter c

Page 108 Total points (5)
1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓

Maximum Points = 100

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Supplementary Materials

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson 9 Safety Section -- Supplementary Materials

** Contemporary Books*
*** Steck-Vaughn*
**** New Readers Press*

Competency	CASAS Correlation*	Other Correlation
Interpret work safety manuals and related publications	4.3.2 *Mastering Reading. Mfg Series.* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.	
Interpret safe work procedures including wearing safe work attire	4.3.3 Working in English, Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary / improve reading comprehension / analyze graphs and charts / develop better information seeking skills / sharpen critical thinking skills	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 *Competency-General vocabulary*	TEXTdisc Reading Section Fabric Finishing and Color Application (Reading Level - 9) *All competencies listed*
Reading & Vocabulary Subskills		
Identify and use words in Context Module pp 4,13,29		Getting Meaning From Context, pp 3-6* Comprehension Skills Context **
Draw conclusions / Module pp 6,8,30		Comprehension Skills Conclusions **
Make inferences / Module p 6		Comprehension Skills Inferences **
Identify sequence of events / Module pp 9,33		Comprehension Skills Sequence** Reading & Critical Thinking, pp 38-34*
Write words in syllables / Module p 16		Improving Spelling and Capitalization, p 3* Skills Bank III / Using the Dictionary #6 Identify Syllables
Skim selected reading material / Module p 28A		Skimming and Scanning, E. Fry*
Arrange in alphabetical order / Module p 16		Getting The Most From Dictionaries* Skills Bank III / Using the Dictionary
Identify selected suffixes and base words / Module pp 17,26		Improving Spelling and Capitalization, pp 9-11* Structures in Spelling*** Skills Bank III / Reading Series, Affixes 8-12
Identify parts of speech / Module p 27A		Write All About It, pp 70,74,100*** Skills Bank III / Grammar and Usage Sections
Writing		
Construct simple sentences / Module pp 18,19,32,35		Using Correct Sentence Structure* Skills Bank III / Capitalization & Punctuation Sections
Writing a simple paragraph / Module pp 10,11		Skills Bank III / Clear Writing & Developing Paragraphs Grammar Write Away, Book 1, B. Rubin, pp 41-42* Improving Writing Style & Paragraphing, pp 15-29*
Identify simple subject and predicate / Module p 28		Using Correct Sentence Structure, p 3* Skills Bank III / Sentence Structure 1-2

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson10 Safety Section – Supplementary Materials

* *Contemporary Books*
** *Steck-Vaughn*
*** *New Readers Press*

Competency	**CASAS Correlation***	**Other Correlation**
Interpret work safety manuals and related publications	4.3.2 *Mastering Reading. Mfg Series.* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.	
Interpret safe work procedures including wearing safe work attire	4.3.3 Working in English, Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary / improve reading comprehension / analyze graphs and charts / develop better information seeking skills / sharpen critical thinking skills	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 *Competency-General vocabulary*	
Reading & Vocabulary Subskills		
Identify and use words in Context Module pp 49,56,57,58,60,63		Getting Meaning From Context, pp 3-6* Comprehension Skills Context **
Clustering and mapping / Module p 47		Reading as Communication, May, Frank, pp 230-231 Pages are attached
Make inferences / Module p 59		Comprehension Skills Inferences **
Identify parts of speech / Module p 39A		English Essentials **
Identify homonyms, synonyms, antonyms / Module pp 40-42		Understanding Language *
Scan selected reading material / Module p 50		Skimming and Scanning, E. Fry*
Contractions / Module p 43		Write All About It, Leis & Chodos * p 59
Identify selected prefixes, suffixes and base words / Module pp 44,45		Improving Spelling and Capitalization, pp 9-11* Structures in Spelling*** Skills Bank III / Reading Series, Affixes 8-12
Analyzing word parts / Module p 39		Analyzing Word Parts*
Writing		
Construct simple sentences / Module p 61		Using Correct Sentence Structure* Skills Bank III / Capitalization & Punctuation Sections

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USTERING AND SEMANTIC MAPPING

We talked [illegible] earlier about the standard for good direct teaching of vocabula [illegible] called *meaningful use*. Another example of meaningful use occurs whenev [illegible] teachers directly assist their students in constructing either a webbing device called a *semantic map* or a category called a *cluster*. Clustering is a process of relating a target word to a set of synonyms and other word associations. Mapping is a process of visually displaying such associations and others.

Let's talk about mapping first. Perhaps the best way for you to understand or review the concept of semantic mapping is to complete the semantic map shown in Figure 7.1. Just fill in the blanks (in your mind).

When you've completed it, you can see that semantic mapping is a procedure for extending the meaning of a word by showing the *categories* of words that relate to it. Semantic mapping is based on the premise that everything we learn must be related to something else that we already understand. If I want to teach the meaning of the word and concept *demolish*, for instance, I may relate it to old buildings, tearing down, breaking up, and other terms and experiences that come to my students' minds and my own.

The advantage of the semantic-mapping process is that it enables a child not only to visualize relationships, but to categorize them as well. Such categorization reinforces both the child's understanding of the word in question and his ability to perceive similarities and differences in the environment.

Of course, you wouldn't want to start with a nearly completed map the way I did with you. The process of *constructing* the map is more important than the map, anyway. Here are some steps you may wish to use for semantic mapping with children:

READING AS
COMMUNICATION

FRANK B. MAY

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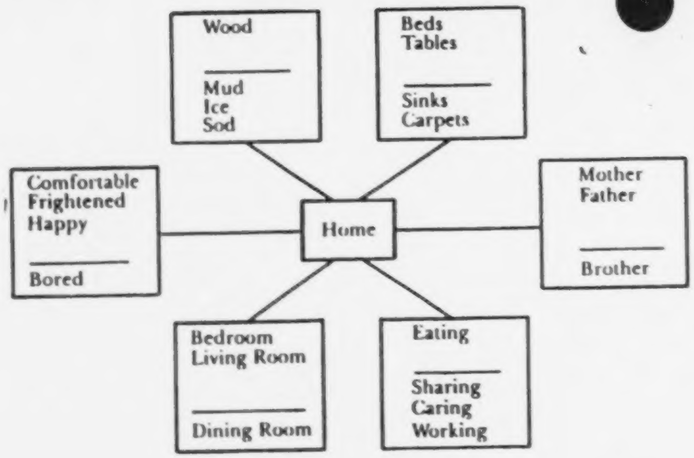

1. Select a word that represents a concept you want them to understand in greater depth.
2. Discuss the concept briefly and/or use pictures and other vicarious experiences related to the word.
3. Have each child write down as many words as she can that she thinks have some relationship to the word.
4. Have the children share their word associations while you guide the categorizing and mapping of the words on the chalkboard.
5. Have the children create a title for each category and add more words to each category.

A study by Stahl and Vancil (1986) demonstrated that when students are producing a semantic map, it is important for teachers to have a discussion with them during the process. This discussion should help the children use their own experiences to expand the map and also help them put words in categories. From my own experience with semantic maps, I would recommend that you do at least one or two maps together, with the whole class, before having them try one as a cooperative-learning experience in a small group. (This is a very good type of cooperative-learning experience, but only if the children know what they're doing!)

Blachowicz (1987) found many teachers reluctant to use either mapping or clustering because these approaches often didn't seem to apply to the target words recommended by their "teacher's guide." For example, words like *adopted, thermos,* and *recalled* don't lend themselves to such a process. This points out the need for teachers to be selective in their procedures for vocabulary development. Sometimes one procedure works well, sometimes another, depending upon the target word. Sometimes mapping is called for; sometimes enhancement of schemas through discussion; other times, clustering.

Marzano and Marzano (1988) define *cluster* as a set of words that relate to a single concept. The concept of *coldness,* for example, includes words like *cold, cool, frigid, chill,* and *arctic.* It is their contention in their book, *A Cluster Approach to Elementary Vocabulary Instruction,* that by teaching a cluster rather than a single word, teachers help the students understand the target word better and retain it longer. If the target word were *frigid,* for example, it might be a good idea to develop a cluster of words that go with it. Some of these words would be synonyms; many would be merely associations. For example, *cold* is a synonym (a somewhat weak one) for *frigid,* but *cool* is merely a word association.

Clustering has the advantage of teaching a lot of associated words at once (although the subtle differences among these words is not always easy to portray to inexperienced children). It also has the advantage, for older children, of teaching them how to use a thesaurus, which is where you can find your clusters.

On the other hand, there are some disadvantages to clustering as compared to semantic mapping. Clustering limits you to words. Semantic mapping does not. Instead, it allows you to ask a broad question, leading to a broad range of associations: "What do you think of when you think of "cold" or "frigid"? Some might think of "the arctic" or other cold places. Some might think of "ice cream" and other cold foods. Some might think of cold situations, such as "wearing a wet bathing suit in a cold car" (which can be abbreviated on the map with "wet bathing suit" and also "cold car"). This broader range of associations, it seems to me, provides greater opportunities for schema enhancement, in both intellectual and emotional depth. Furthermore, the associations gained this way involve the schemas in each child's mind, rather than those derived from a thesaurus or other adult source of information. Both clustering and semantic mapping are valuable, of course, depending on your purposes.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson11 Safety Section – Supplementary Materials

* *Contemporary Books*
** *Steck-Vaughn*
*** *New Readers Press*

Competency	CASAS Correlation*	Other Correlation
Interpret work safety manuals and related publications	4.3.2 *Mastering Reading. Mfg Series.* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.	
Interpret safe work procedures including wearing safe work attire	4.3.3 Working in English, Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary / improve reading comprehension / analyze graphs and charts / develop better information seeking skills / sharpen critical thinking skills	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 *Competency-General vocabulary*	
Reading & Vocabulary Subskills		
Identify and use words in Context Module pp 66,67,68		Getting Meaning From Context, pp 3-6* Comprehension Skills Context **
Scan selected reading material / Module pp 69,70,71,72		Skimming and Scanning, E. Fry*
Analyzing word parts / identify selected prefixes, suffixes and base words / Module pp 73,75		Improving Spelling and Capitalization, pp 9-11* Structures in Spelling*** Skills Bank III / Reading Series, Affixes 8-12 Analyzing Word Parts*
Flowcharting		
Suggested Instruction Guide, Direct Instruction, #1		Reading Skills That Work, Echaore-Yoon, p 88*
Writing		
Construct simple sentences / Module p 71, Suggested Instruction Guide, Direct Instruction, #2		Using Correct Sentence Structure* Skills Bank III / Capitalization & Punctuation Sections

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Lesson12 Safety Section – Supplementary Materials

* *Contemporary Books*
** *Steck-Vaughn*
*** *New Readers Press*

Competency	CASAS Correlation*	Other Correlation
Interpret work safety manuals and related publications	4.3.2 *Mastering Reading. Mfg Series.* (B) Book 2, Unit 9 Skills for Success: Mfg. Podnecky, J.	
Interpret safe work procedures including wearing safe work attire	4.3.3 Working in English, Book 2, Ch. 13, Level - B	
Interpret general work-related vocabulary / improve reading comprehension / analyze graphs and charts / develop better information seeking skills / sharpen critical thinking skills	4.1.6 Reading Skills That Work, Book 1 & 2, Level 4-6 & 6-8 *Competency-General vocabulary*	
Reading & Vocabulary Subskills		
Identify and use words in Context Module pp 83, 84, 96		Getting Meaning From Context pp 3-6* Comprehension Skills Context **
Skim selected reading material / Module pp 81, 82, 94		Reading Skills For Life and Work Simon & Schuster
Work with abbreviations and acronyms / Module pp 85, 86		Reading Skills That Work, Echaore-Yoon, p 88*
Identify verbs Module pp 88, 89		Pre-GED Writing Skills, pp 55-57*
Writing		
Construct simple sentences / Module p 93, 98, 100, 105		Using Correct Sentence Structure* Skills Bank III / Capitalization & Punctuation Sections

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Evaluation

The section evaluation results should be sent to the following address:

Workforce Education Services
Dr. Sallie D. Averitt
4501 Sears Road
Columbus, GA 31907-1762

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* Distribute a copy of the evaluation to each student after they have completed Safety Section Modules I, II, and III. Although this evaluation is not a timed instrument, it should be completed during class.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Posttest

Directions
Circle ***T*** if the statement is true or ***F*** if it is false

Module I (Lockout / Tagout Policy)

T F 1. A lockout/tagout policy is established to prevent mechanical failure while machines are being maintained; e.g., cleaned, adjusted, overhauled, etc.

T F 2. Situations requiring lockout include machine repairs.

T F 3. A lockout/tagout policy is established to prevent injuries while machines are being maintained; e.g., cleaned, adjusted, overhauled, etc.

T F 4. Lockout is required when *maintenance cleaning* the machines with an airhose.

T F 5. A lockout procedure is not required when making repairs on electrical circuits.

T F 6. If a machine will not accept a lockout device, you do not have to follow the lockout procedure.

Module II (Safety Signs, Vocabulary, and Rules)

T F 7. Associates must wear earplugs in all departments.

T F 8. Loud noise can cause permanent hearing loss.

T F 9. Dept. is an abbreviation for department.

T F 10. Earplugs will protect your hearing.

T F 11. The word emergency has five syllables.

T F 12. Prohibited means allowed.

T F 13. Blowing off clothing with compressed air is prohibited.

T F 14. Sometimes it is okay to blow shoes off with compressed air.

T F 15. OSHA provides a standard for cotton dust exposure.

T F 16. High levels of cotton dust exposure can cause a disease called byssinosis.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Posttest

Directions
Circle ***T*** if the statement is true or ***F*** if it is false

Module II (Safety Signs, Vocabulary, and Rules) -- Continued

T F 17. Associates cannot get used to noise.

T F 18. Noise cannot cause permanent hearing loss.

T F 19. Earplugs are a defense against loud noise.

T F 20. If spills are not in your work area, you may ignore them.

T F 21. Associates should report all electrical equipment that has bad wiring.

Module III
(Working Safely with Cotton, Noise, Material Safety Data Sheets, Workplace Hazards)

T F 22. Byssinoisis is a disease you can get by being exposed to cotton dust for several hours.

T F 23. Cotton dust will cause your lungs to turn brown.

T F 24. Cotton dust exposure may cause a tight feeling in your chest.

T F 25. Every year Fieldcrest Cannon medically tests associates exposed to cotton dust.

T F 26. MSDS is an acronym for Material Safety Data Sheets.

T F 27. MSDSs provide associates with information on product identification, safety and emergency procedures, and precautions.

T F 28. It is the associate's responsibility to read warning labels.

T F 29. It is the associate's responsibility to write warning labels if the container does not have one.

T F 30. Associates should report missing labels on containers to their supervisor.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Posttest

Directions
Circle ***T*** if the statement is true or ***F*** if it is false

Module III --Continued
(Working Safely with Cotton, Noise, Material Safety Data Sheets, Workplace Hazards)

T F 31. The MSDS should be read to determine health hazards of a particular chemical.

T F 32. If a chemical does not have a warning label, you can assume that it is not hazardous.

T F 33. If a chemical does not have a warning label, write one.

T F 34. If a chemical does not have a warning label, report it to your supervisor.

Fieldcrest Cannon, Inc.
Advanced Technical Preparation (ATP)
Safety Section Posttest

SECTION EVALUATION
POSTTEST ANSWER KEY
90% MASTERY REQUIRED

1. F
2. T
3. T
4. T
5. F
6. F
7. F
8. T
9. T
10. T
11. F
12. F
13. T
14. F
15. T
16. T
17. T
18. F
19. T
20. F
21. T
22. F
23. F
24. T
25. T
26. T
27. T
28. T
29. F
30. T
31. T
32. F
33. F
34. T